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SECONDARY SCHOOLS AND SECONDARY SCHOOL TEACHERS IN THE GERMAN REPUBLIC

Submitted by

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INTRODUCTION

Methods of improving our secondary schools is a problem which holds interest for those connected with the field of education. The following study presents a picture of secondary education in Germany. Its purpose is an investigation of secondary schools and the training of secondary school teachers, with a view to adapting what is found to be advantageous to our American secondary school and to our system of secondary school teacher training.

In Germany, "A secondary school is defined as a school that provides instruction in at least two foreign languages, geography, history, German language and literature, mathematics, and natural science. The different types are distinguished from each other not merely by the duration of their courses, six or nine years, but by the emphasis placed on languages, whether ancient or modern, and on mathematics and on science." [1.]

The study describes education during the period of the Republic, showing the various types of secondary schools, the curricula offered in these schools, their methods of teaching, and the training of their teachers.

The conclusion offers a comparison between German

1. Peter Sandiford, Comparative Education of Six Modern Nations. p. 149.

and American schools and teachers, and closes with a summary of the study.

In the appendix is offered a translation of the A division curriculum of the "Städtisches Realgymnasium at Köln-Deutz", together with lists of the literature read in the German and foreign language courses in the following schools:

1. Städtisches Realgymnasium Köln-Deutz.
2. Städtisches Gymnasium and Realgymnasium in Kreuz St., Cologne.
3. Deutsches Kolleg - Obergymnasium and Oberrealgymnasium. Private school.
4. Städtisches Oberlyzeum in Köln-Mülheim. (Girls' School)

SECONDARY SCHOOLS AND SECONDARY SCHOOL TEACHERS

IN THE GERMAN REPUBLIC

A. SECONDARY SCHOOLS

There are various types of secondary schools. The oldest and traditional school is the Gymnasium, in whose curriculum ancient languages, Greek and Latin, receive the most attention. The duration of the Gymnasium course is nine years. A second type of nine year school is the Realgymnasium, established in 1859. This school offers no Greek, but stresses Latin, a modern foreign language, and mathematics. Its training is more practical than that offered by the Gymnasium. A third type of secondary school is called the Oberrealschule, which includes in its curriculum neither Latin nor Greek, but emphasizes training in modern foreign languages, science, and mathematics.

With the close of the World War, two new types of secondary school came into existence -- the Deutsche Oberschule and the Aufbauschule. The former takes the national culture of Germany as a basis for comparison with foreign cultures. It emphasizes German language, philosophy, religion, science, and art, and its course extends over a nine year period. The Aufbauschule is a special six year school which takes the intellectually gifted children of the lower classes, and prepares them for the University. The course is based upon seven years of

training in the elementary school.

Besides the nine year secondary schools there also exists in Germany a six year secondary school called the Realschule. This school was established in 1747 by Haecker about the same time that Benjamin Franklin established the academy in America. The two, created independently at the same time, had similar purposes -- the training of children who did not intend to enter the learned professions. The Realschule corresponds to the first six classes in the Oberrealschule. The Reformrealgymnasium pays some attention to modern foreign languages, thus differing from the Gymnasium to which it corresponds.

Admission:--

All pupils must attend the Grundschule, whether they are rich or poor. There were formerly private preparatory schools which the rich often attended, but with new ideas of democracy flooding Germany after the World War, these private preparatory schools were abolished. In their stead, the first four years of the Volksschule were made compulsory for all. The pupil enters at the age of six and leaves when he is ten, if he is going to enter the secondary school. He must pass an examination showing his ability in reading, writing a composition, doing sums, and proving a knowledge of German grammar, and of the local geography and history.[1] He must choose which type of

1. Bruno Radtke, Some Observations on German and English Education in Elementary and Secondary Schools. pp. 5-6.

secondary school he wishes to enter, for each school has only one curriculum. It is a question of choosing one's school rather than choosing one curriculum out of several in a school, as we do in our American public high school.

Those who are financially or intellectually unfitted to attend the secondary school, for tuition is required, attend the continuation of the Volksschule. Both the secondary and the intermediate schools charge tuition. The fee required at the Mittelschule (intermediate) is half of that charged by the secondary schools. Some schools scale the tuition according to the financial standing of the applicants. Tuition varies in the different States. In Prussia, the fees do not exceed one-third of the average cost of educating a pupil at a given date. The average cost is 240 R.M. a year. Each school uses one-fourth of the fees received to help along bright pupils less well off financially. Foreign students sometimes may have to pay higher tuition.[1]

Prussia and some of the other States admit pupils to the secondary school on trial the first year. If their work is unsatisfactory they are dropped. If a pupil fails

1. <u>German Educational System</u>,
A Survey submitted by
"Deutsche Pädagogische Auslandstelle"
and
"Deutscher Akademischer Austauschdienst E.V."
p.19

twice to be promoted to the new class, he must leave the school. If pupils from the Aufbauschule are found wanting in ability they are sent back to the elementary school either at Michaelmas or at Christmas.

Curricula:

To clarify the picture of the various curricula offered in the secondary schools, the following tables are inserted. These were taken from a Guidebook for Foreign Teachers entitled, "The German Educational System", derived from a survey and submitted by the "Deutsche Pädagogische Auslandstelle" and the "Deutscher Akademischer Austauschdienst E.V.", published in Leipzig, page 20.

The figures in these tables represent the number of hours per week which are devoted to the various subjects. The numbers at the top of each table represent the various classes in the school. So in the Gymnasium, Realgymnasium, Reformrealgymnasium, Oberrealschule, and Deutsche Oberrealschule, the classes run from one to nine, representing the nine years in these schools. The Aufbauschule has of course only six classes since it is a six year school.

TABLE I. THE DISTRIBUTION OF HOURS IN THE VARIOUS SUBJECTS OF THE GYMNASIUM

CLASSES 1 to 9, INCLUSIVE *

- SUBJECTS -	- CLASSES -									
	1	2	3	4	5	6	7	8	9	Total
Religious Instruction	2	2	2	2	2	2	2	2	2	18
German	4	4	3	3	3	3	3	3	3	29
Latin	6	6	6	5	5	5	5	5	5	48
Greek				6	6	6	6	5	5	34
1st Foreign Language			3	2	2	2	2	2	2	15
2nd Foreign Language										
History		1	2	2	2	2	3	3	3	18
Geography	2	2	2	1	1	1	1	1	1	12
Mathematics	4	4	4	3	3	3	3	4	3	31
Physical and Natural Sciences	2	2	2	2	2	2	2	2	2	18
Drawing	2	2	2	1	1	1	1	1	1	12
Music	2	2	---	---	---	4	---	---	---	8
Physical Culture	4	4	4	4	4	4	4	4	4	36

* One Hour means a course meeting once a week throughout the year.

TABLE II. THE DISTRIBUTION OF HOURS IN THE VARIOUS SUBJECTS OF THE REALGYMNASIUM

CLASSES 1 to 9, INCLUSIVE

- SUBJECTS -	- CLASSES -									
	1	2	3	4	5	6	7	8	9	Total
Religious Instruction	2	2	2	2	2	2	2	2	2	18
German	5	4	3	3	3	3	3	3	3	30
Latin	6	6	6	4	4	3	3	3	3	38
Greek										
1st Foreign Language			3	4	4	4	4	4	4	27
2nd Foreign Language				4	4	3	3	3	3	20
History		1	2	2	2	3	3	3	3	19
Geography	2	2	2	1	1	1	1	1	1	12
Mathematics	4	4	4	4	4	4	4	4	4	36
Physical and Natural Sciences	2	2	2	2	2	3	3	3	4	23
Drawing	2	2	2	2	1	1	1	1	1	13
Music	2	2	--	--	--	4	--	--	--	8
Physical Culture	4	4	4	4	4	4	4	4	4	36

TABLE III. THE DISTRIBUTION OF HOURS IN THE VARIOUS SUBJECTS OF THE REFORMREALGYMNASIUM

CLASSES 1 to 9, INCLUSIVE

- SUBJECTS -	- CLASSES -									
	1	2	3	4	5	6	7	8	9	Total
Religious Instruction	2	2	2	2	2	2	2	2	2	18
German	5	5	5	3	3	3	3	3	3	33
Latin						4	4	4	4	16
Greek										
1st Foreign Language	6	6	6	5	5	3	4	4	4	43
2nd Foreign Language				5	5	3	3	3	3	22
History			2	2	3	3	3	3	3	19
Geography	2	2	2	2	1	1	1	1	1	13
Mathematics	4	4	4	4	4	4	4	4	4	36
Physical and Natural Sciences	2	2	2	2	2	3	3	3	3	22
Drawing	2	2	2	2	1	1	1	1	1	13
Music	2	2	---	---	---	4	---	---	--	8
Physical Culture	4	4	4	4	4	4	4	4	4	36

TABLE IV. THE DISTRIBUTION OF HOURS IN THE VARIOUS SUBJECTS OF THE OBERREALSCHULE

CLASSES 1 to 9, INCLUSIVE

- SUBJECTS -	- CLASSES -									
	1	2	3	4	5	6	7	8	9	Total
Religious Instruction	2	2	2	2	2	2	2	2	2	18
German	5	5	5	3	3	3	4	4	3	35
Latin										
Greek										
1st Foreign Language	6	6	6	5	5	3	3	3	3	40
2nd Foreign Language				5	5	3	3	3	3	22
History			2	3	3	3	3	3	3	20
Geography	2	2	2	2	1	1	1	1	1	13
Mathematics	4	4	4	4	4	5	5	5	5	40
Physical and Natural Sciences	2	2	2	2	3	6	5	6	6	34
Drawing	2	2	2	2	2	2	2	1	1	16
Music	2	2	---	---	---	4	---	---	---	8
Physical Culture	4	4	4	4	4	4	4	4	4	36

TABLE V. THE DISTRIBUTION OF HOURS IN THE VARIOUS SUBJECTS OF THE DEUTSCHE OBERSCHULE

CLASSES 1 to 9, INCLUSIVE

- SUBJECTS -	- CLASSES -									
	1	2	3	4	5	6	7	8	9	Total
Religious Instruction	2	2	2	2	2	2	2	2	2	18
German	5	5	5	4	4	4	4	4	4	39
Latin										
Greek										
1st Foreign Language	6	6	6	6	6	4	4	4	4	46
2nd Foreign Language						4	3	3	3	13
History		1	3	3	3	3	4	4	4	25
Geography	2	2	2	2	2	2	2	2	2	18
Mathematics	4	4	5	4	4	4	4	4	4	37
Physical and Natural Sciences	2	2	2	4	4	3	3	4	4	28
Drawing	2	2	2	2	2	2	1	1	1	15
Music	2	2	---	---	---	4	---	---	---	8
Physical Culture	4	4	4	4	4	4	4	4	4	36

TABLE VI. THE DISTRIBUTION OF HOURS IN THE VARIOUS SUBJECTS OF THE AUFBAUSCHULE

CLASSES 1 to 6, INCLUSIVE

- SUBJECTS -	- CLASSES -						Total
	1	2	3	4	5	6	
Religious Instruction	2	2	2	2	2	2	12
German	5	5	5	4	4	4	27
Latin							
Greek							
1st Foreign Language	7	6	4	4	4	4	29
2nd Foreign Language			4	3	3	3	13
History	3	3	3	4	4	4	21
Geography	2	2	2	2	2	2	12
Mathematics	5	4	4	4	4	4	25
Physical and Natural Sciences	4	4	4	4	4	4	24
Drawing	2	2	1	2	2	2	11
Music	------	------	------	8	------	------	8
Physical Culture	4	4	4	4	4	4	24

A comparison of the tables shows that the number of hours per week for religion, music and drawing, and physical culture is the same in all the schools. The other subjects vary in amount according to the type of school.

German: The number of hours credit for German in the Gymnasium is 29, as compared with 30 in the Realgymnasium, 33 in the Reformrealgymnasium, 30 in the Oberrealschule, 39 in the Deutsche Oberschule, and 27 in the Aufbauschule. The totals in the curriculum of the latter school are necessarily lower than those of the other schools since the course consists only of six years. Therefore, the subject hours at the Aufbauschule are omitted in the rest of the comparisons, since putting them in on the same basis as those of the other secondary schools is rather misleading in the comparisons.

Latin: Latin covers 48 hours in the Gymnasium and 38 in the Realgymnasium. This is to be expected for these schools specialize in the ancient languages. The Reformrealgymnasium comes next with 16 hours. The other secondary schools offer no Latin.

Greek: Greek is offered only in the Gymnasium, and the total number of hours in this subject throughout the nine years is 34.

Foreign Language: At the time this outline was prepared and published, French was the first foreign lan-

guage studied,[1] but by a decree of April 5, 1933, English has been reinstated as the first modern foreign language, and French as the second.[2] Only 15 hours are devoted to one foreign language in the Gymnasium; the Realgymnasium offers 27 hours of the first foreign language and 20 hours of the second, the Reformrealgymnasium offers 43 hours of the first language and 22 hours of the second. The Oberrealschule offers 40 hours of the first language, 22 of the second; in the Deutsche Oberschule there are 46 hours devoted to the first foreign language and 13 to the second.

History: History offers between 18 and 20 hours in all the nine year schools except the Deutsche Oberschule, which offers 25 hours.

Geography: Geography likewise offers about the same number of hours in each nine year school -- 12 or 13, except in the Deutsche Oberschule where 18 hours are devoted to the subject.

Mathematics: In the Gymnasium 31 hours are reserved for mathematics; in the Realgymnasium 36; in the Reformrealgymnasium, 36; in the Oberrealschule, 40; and in the Deutsche Oberschule, 37.

Physical and Natural Sciences: The Gymnasium

1. German Educational System, op. cit.

2. John W. Taylor, "Education in the New Germany in the Light of National Socialist Legislation." International Education Review, Vol. III 1933-34. pp. 330,331.

offers 18 hours of science; the Realgymnasium, 23 hours; the Reformrealgymnasium, 22; the Oberrealschule, which specializes in the scientific course, 34 hours; the Deutsche Oberschule, 28.

Correlation:

The principle of correlation plays a large part in German secondary schools. The core or central subjects are Religion, German, History, and Geography. All other subjects offered in the secondary school are taught in relation to, and correlated with these core subjects, so that the pupil receives an idea of the relationship between them.[1] Subjects are not presented as isolated entities. Pupils receive a thorough and related education, not a sketchy survey of a great many subjects. The principle is worked out in such a way that approximately the same historical period is being studied in all the subjects of the year's course.

Obertertia:[2]

In the Religion classes of this year, the Reformation and Counter-Reformation are under discussion. The great personalities of the time -- Napoleon, Pius VII, Stolberg, Pius IX, Luther, Zwingli, Calvin -- are a part of the instruction.

1. Yoshi Kasuya, A Comparative Study of the Secondary Education of Girls in England, Germany, and the United States. pp102-133

2. See appendix for entire curriculum.

German takes up various short stories and dramas as well as selections from "The Iliad" and "The Odyssey". In addition there are selections from "Lebensgut", and considerations of art.

Latin during this year is concerned with the Fables of Phädrus, and those of the Frenchman, La Fontaine.

The French course gives the pupils reading selections on the Hundred Years War, on Louis XIII, and on the French Revolution.

The period of the English Middle Ages, and English history up to the time of Cromwell, are studied in English.

History takes up Renaissance, Humanism, Reformation and Counter-Reformation, and is correlated in these matters with the other subjects.

Geography spends this year on America - North, South, and Central. The Americas are studied from the standpoint of climate, trade, and history.

Music offers the students a survey of musical history during the period under observation in other subjects. The song of the 17th and of the 18th Century is studied.

Drawing treats the period of the late Middle Ages. In addition to practical work attention is directed to the forms of Renaissance, Baroque, and Rococo art.

Schools for Girls: --

Not until 1908 did a regular system of secondary education for girls come into existence. The four years

at the Grundschule is now required, and this refers to girls as well as to boys. From the Grundschule they may enter the nine year Gymnasiale Studienanstalt, which corresponds to the boys' Gymnasium. In this school much emphasis is placed on classical culture, but French is also offered. The curriculum includes six years of Latin and four years of Greek and French. Another type of nine-year school is Oberlyzeum which concentrates on modern foreign languages. Then there is the Oberlyzeum der Oberrealschulrichtung in which scientific courses play the leading role.

Corresponding to the boys' six year Realschule is the six year Lyzeum for girls. This is a continuation of the Grundschule. It may be followed by a one or two years' course -- the Frauenschule, or by a three years' course -- the Frauenoberschule. These schools offer training in domestic economy, social work, both theoretically and practically. The graduate of the Frauenoberschule is enabled to become an instructor in vocational training schools or schools of industrial art, etc., after sufficient preparation.[1.]

The Deutsche Oberschule and the Aufbauschule exist for girls also.

Coeducation is not looked upon with favor in

1. German Educational System, op. cit., p 17.

Germany, but in country districts where there are not the school facilities available to maintain separate schools, coeducation exists.

Aims:

Article 148 of the Reich Constitution of August 11, 1919 states in this way the aim of education: "The education given in all schools of the Reich shall aim at developing moral advancement, the spirit of citizenship, and individual as well as professional qualifications, in the spirit of German Culture and the reconciliation of nations....." [1.]

Formerly it was the aim of the secondary schools to develop only those who were to be the leaders of the people. This comprised comparatively few. The majority of the population attended the Volksschule. Today the secondary school is open to all of ability. Scholarships are used to keep along brilliant students of the lower classes. Thus class distinction such as previously existed is being wiped out. The creation of the Aufbauschule and the Grundschule is a witness to this fact.

With regard to specific aims, we may say that the graduates of the Gymnasium and Realgymnasium have as their aims the entering of professions of law, medicine, theology, and teaching. Graduates of the Oberrealschule aim for

1. Reich Constitution, August 11, 1919 -- Article 148. (cited in German Educational System, Survey.)
p.5

careers of scientific research, commercial pursuits, and teaching.[1]

Control of Education: --

Education in Germany comes under the Minister of Religious and Educational Affairs. In Prussia the State is divided into provinces. Each province has a provincial school board (these are called Provinzialschulkollegien), and at the head of each is a president. These boards control the secondary schools in their districts. In lesser States, secondary schools are directly responsible to the Ministry. The primary schools in Prussia are supervised by officials belonging to cantons, and these officials are attached to the district governmental body. In most other States primary and intermediate schools are supervised by "school sections of district governmental authorities" (Schulabteilungen der Bezirksregierung).[2]

The provincial board members in Prussia visit the secondary schools under their jurisdiction. They are present at the Abiturienprüfung or maturity examination which is given to pupils at the close of their secondary school career, and which serves to admit them to the

1. Peter Sandiford, op. cit., p. 152

2. German Educational Survey, op. cit., p. 7

University. The board members supervise the preparation of the teacher candidates. They examine the textbooks, and only those which they approve may be used in the secondary schools.[1.]

Vocational Education in Germany:

Carl H. Becker in his lectures on the present system of education and the program of teaching in Germany at Teachers' College, Columbia University, in 1931, recommended that vocational education should be made a part of secondary education.[2.] Therefore, it is not amiss if we make a survey of the vocational schools in this study.

Pupils who leave the Volksschule at the age of fourteen or of sixteen in order to work, must attend the continuation school for a certain amount of time each week until they reach the age of eighteen. The foremost worker in the field of the continuation school in Germany is Doctor Kerchensteiner, of Munich, Bavaria. The curriculum in his school consists of religion, German composition and reading, arithmetic, bookkeeping, civics. A quarter of the time spent in school is devoted to the special occupations of the pupils. Citizenship is emphasized in Doctor Kerchensteiner's school. Civics is very broad in its

1. Yoshi Kasuya, op. cit., pp. 102-133

2. Carl H. Becker, "The New Program of Secondary Education in Germany", Teachers' College Record 33: pp. 262-278 Dec. '31.

scope. It includes personal and occupational hygiene, gymnastics, lessons in first aid; economic and industrial history with the pupil's special occupation as the starting point; civics proper -- government, the duties of a citizen, the meaning of industry and commerce. There is no specialized occupational training given in these schools.[1] The occupational instruction is general.

A higher form of vocational education is provided by the technical schools. These form two groups -- preparatory and improvement schools. The technical schools cover a period of one year or more. Pupils devote all their time to the course. The preparatory schools take pupils who have had no vocational experience. The improvement schools take only those who have had a practical course.

Commercial schools and commercial higher schools train for business vocations. The commercial schools admit pupils upon their leaving the primary schools. The secondary commercial schools require six years of a secondary school for admission. The curriculum in these schools includes: commercial technique, business correspondence, accountancy, and bookkeeping. The secondary commercial schools also offer foreign languages.

In addition to the fore-mentioned schools, the technical preparatory schools also include schools for

1. Peter Sandiford, op. cit., p.169

machine-tool industries, where specialization is stressed; schools in which girls may take up household work, dress-making and cutting, etc.; agricultural schools for sons of farmers.

Technical improvement schools include:

1. Technical architectural and building construction schools.
2. Technical schools of mechanical engineering.
3. Technical textile industries schools.
4. Arts and crafts schools --

   The object is to provide professional training for art workers.
5. Technical continuation schools of agriculture.[1.]

The foregoing picture of German secondary schools may be supplemented by a paragraph taken from an article written by Robert Ulich for the Harvard Teachers' Record. The real meaning of the secondary school in Germany is shown us by a German:

"The German school, particularly in its higher forms, has developed out of a long tradition of intellectual values. Beginning with the various cultural ages of antiquity, all sorts of exchanges between the German and foreign cultures -- especially the cultures of Italy, France, and England, and the many different cultural systems of Christendom --

1. German Educational System, op. cit., p. 21

right down to modern science and technology, have influenced it. Its form, meanwhile, has been determined by the ideals of the merchant classes and also by their claims to power, for in the course of many epochs, these classes have used the school system as one of the most important means toward their development. So in the German school, there is a mixture of theological influences, particularly in the Volksschule, with its fixed traditions, particularly also in the higher types of schools, and a cultural aim which has developed during the long history of our educational ideals; and although for my own part I have no doubt that the development in Germany of a free consciousness of the present is greatly obstructed by many of these legacies from earlier spiritual stages, which instead of liberating the minds of our young people often load them with a mass of obligatory material, nevertheless, I have no doubt, on the other hand, that our system of education is saturated with endlessly cultural values." 1

1. Robert Ulich, "The Structure of the American Educational System as Seen by A German", Harvard Teachers' Record, Vol. III, No. 1, February 1933, p.26.

B. CURRICULA [1.]

The main subjects of the German secondary school are religion, German, history, and geography.

Religion: --

Protestant:

The aim of instruction in Protestant religion is the presentation of the Protestant belief. Christ is revealed in His two natures, divine and human. Students are introduced to Holy Scripture, and are taught to appreciate the events of the old Testament and Jesus Himself.

Religion is correlated with history. Students are shown that a real understanding of German history requires a knowledge of Christianity. Religious music is taught in connection with this course. The religious spirit as a motive for art, painting, and architecture, is shown. The Gymnasium emphasizes the influence of ancient philosophy on the development of Christian faith and morals, while the modern language schools concentrate on European religious movements such as monasticism, scholasticism, mysticism, Reformation.

Catholic:

The Catholic Church as the teacher of Truth,

1. Directly based on :
Hans Richert: Rechtlinien für die Lehrpläne der höheren Schulen. pp. 108-276

Christ as God and as Man, the supremacy of the Pope, the sacraments and the Liturgy, are all parts of the instruction. So also are Bible history, Catechism, Church history, the teachings of the Church.

Stress is laid on the character of the teacher, for he must be an upright man who can lead his students in the right paths.

German:

"In German instruction the students are to learn how to speak and write German, how to feel, to think, and to want German."[1.]

The instruction in speaking German is correlated with music and foreign language instruction, to help the scholars develop their own individual ways and tones of speaking. The art of reading well and with expression is fostered throughout the secondary school. Committing poems to memory is used to contribute to this power of speaking well. The students are to give oral talks in class to promote ease of speaking. They are also instructed in etymology. This is to help them in the study of foreign languages for "only in the mother-tongue is the student in a position to notice behind the language form the creating and spiritual force which has made the form."[2.]

1. Hans Richert, op. cit., p. 134
2. Hans Richert, op. cit., p. 142

The history of the mother-tongue is taken up, including changes in sounds, introduction of foreign words.

Literature:

The student is introduced to the field of literature in such a way as to create in him a love of German literature. The literature extends from primitive folk poetry, fairy tales, and sagas, to the works of very gifted men. The periods into which this literature is divided and the classes in which each period is taught are given in the appendix where a translation of the course of study in a Realgymnasium is offered.

People:

Instruction is also offered in the German courses about the people of the country and the place in which the students live. This is not obtained from books, but from actual experience and excursions of the pupils around the locality. They learn to know the dialect, folk poetry, occupations, plants and animals, architecture, historical points of interest of the locality in which they live.

Art:

In connection with drawing and music instruction, the German course teaches the forms of German art. Thus the Roman period, the high Gothic, the Baroque, and the period of Romanticism are taken up. The literature, the painting and architecture, and the music

of the various periods are correlated.

Citizenship:

The German instruction seeks to arouse national feeling, love of home and fatherland, through its great literature and especially through a selection of literature which is permeated with national feeling.

Much of the material taken up in German instruction is also a part of history courses. This material is taken up in a different way in each course. The language course treats separate pieces of literature. The history course treats these same examples of literature in the light of their historical influence, as for instance the political lyrics of Young Germany. History treats the material from the political, social, or economic viewpoint. Language takes it up from the point of view of its significance for Germany's literary development.

German is correlated with Religion also, but the aim of the German course is to show how religious influences acted upon the literary development of Germany. In connection with geography instruction, German instruction shows Germany as a united whole, extending beyond her present boundaries. It shows the German influence in foreign cultures, takes up in literary connection the various dialects of the country itself. The influence of foreign cultures on German literature correlates the German and modern foreign language courses. In the Oberrealschule,

German instruction points out the significance of mathematics and natural sciences for poets and thinkers, showing how material for poetry has been presented by natural science.

History:

The study of history is primarily to promote a love of the fatherland and the people. In addition, the instruction must reveal to the student the connection of German history with world history. Strong personalities, such as statesmen, inventors, leaders, social workers, are made living beings to the students. In the middle classes, German history is stressed; and in the upper classes, German history in relation to world history receives emphasis.

Trips are taken to visit historical points of interest and monuments. Other sources of material are biographies, description of travel, poems, short stories, novels and dramas having historical content. Students give reports on the special sources which they have read. Students are taught assurance, not to be swayed by every opinion of the day. This is really the teaching of citizenship. They are taught to love the fatherland, to feel themselves part of society as a whole.

"The treatment of the state (citizenship teaching) must lead to the opinion that the interest of the individual and of the group are indissolubly bound to the whole, that the State is more than family and vocation,

than the bonds of interest and ambitions, but that the highest consummation and most valuable fruit of a worthy people is humanity."[1].

Interest in civil questions is fostered. In the more mature classes, political and economic questions are taken up. In the girls schools, instead of this material, the duties of the woman in family, vocation, and society are studied.

Historical problems receive careful attention. They are thought through. This study promotes philosophical thinking and shows how ideas, philosophies, and ideals determine the course of things.

History is correlated with foreign language, because the real spirit of a people can be understood only by reading in the foreign language itself. History is correlated with the ancient languages too. Special lessons are given in drawing from the sources the facts of a case. Physics and chemistry are related to history in the questions of modern technical art. Mathematics help to clear up banking and stock exchange. History and geography are correlated in many ways, some of which are: the study of rivers, seas, lands, where struggles and battles took place; raw materials, trade, colonial possessions; the various States and their boundaries.

1. Hans Richert, op. cit. p. 171.

The most important historical facts can be made to live by correlation with art -- painting and architecture -- and with music. The observation of art correlates with German, religion, drawing, and the foreign languages. Examples showing the different characteristics of art in the various epochs are treated.

Geography:

Instruction in this subject is to foster the love of home and country, to aid in the understanding of German culture in the past and present, and to promote citizenship. Maps are used and students are taught to understand them. Knowledge of the locality in which the students live is imparted. Relief maps of the vicinity are used in the instruction. The government and management of the State is taken up.

Activity instruction in geography takes the form of reports by the students, impressions they have obtained from walks and journeys, little stories which are native to the region. Models are made from paper, wood, and sand. Homework may consist of map reading or of looking up the answers to definite questions.

During the middle years of secondary school the students are instructed in the facts about foreign lands, and in this connection, climate, plants, government and trade are studied. Maps are of particular value and interest in these connections, especially relief maps.

Geological maps are brought into the instruction also.

In the upper classes, activity instruction in this subject takes the form of thought questions which are discussed by the students in their attempts to form sound judgments on them.

In connection with drawing, students present sketches of forms of nature and the like. Walks offer good opportunities for geographical observation. Trips are taken to industrial plants, arrangements for trade and intercourse -- such as the post office, railroad station, harbor, lighting, power, and water plants. Books written by the students about their trips, with photographs and sketches, are prepared. In these are taken up the different regions of the Fatherland, mountains and coasts, meadows and forests, cities, industries, agricultural regions.

Geography is correlated with the other subjects. In religion the geographical conditions underlying many religious developments in history are taken up. The German instruction is correlated with geography by the choice of reading matter. History and geography are naturally bound closely together, for an understanding of geographical conditions is often necessary for the full comprehension of an historical event. Statistics and measuring taught in mathematics are used in geography. The phenomena of nature, climate, ebb and flow, magnetism

and the like, are correlated with geography. Together with chemistry, geography treats minerals, deposits, precious stones, etc. In connection with biology, geography shows how plants and animals are dependent upon climate and soil.

Foreign Language:

(Ancient Languages)

The ancient languages are made living to the students. The connection between the German and the ancient languages is shown by consideration of the words taken from the ancient tongues. Translation into the dead languages has the purpose of making familiar to the pupils the rules on which the constructions are based. The differences between the German and the Latin or Greek are considered. In translation, comprehension is desired rather than word for word translation. The goal of reading in the foreign language is a picture of what has been read, and a knowledge of the personality of the author, an impression of the artistic worth of the work. Proverbs, verses, poems, and prose pieces which have value for the shholar are learned by memory. Observation of works of art is correlated with ancient language instruction. Hellenic music is especially emphasized in the Greek instruction, on account of the important part it played in Hellenic culture, and its influence on German culture. The philosophies of Socrates, the Sophists, Plato, the Stoics, are studied in the ancient language courses. Pupils also study the great statesmen, the patriotic men, the duties of a citizen in the Greek and Roman Empires.

The Greek and Latin instruction is correlated with literature, with art, music, and gymnastics through their similar goals in creating in pupils a love of the beautiful in Plato's sense of the word. These subjects are correlated with German and history in showing the development of the cultural history of Germany as influenced by antiquity. Certain works of eminent German authors which show Greek influence are studied in the Greek course.

(Modern Languages)

The student must be able to form a simple sentence in writing and in speaking. Phonetics are studied at the beginning of foreign language instruction.

Students are given instruction in the cultural life of various periods -- the French Middle Ages, the age of Louis XIV, the time of Queen Victoria. They are shown that the development in literature is paralleled by a development in painting, sculpture, music.

Historical and political reading is done. Significant social and political movements in the country studied are taken up.

English is to be taken up with the German instruction, connections between the two, both springing from the common Nordic stem, are shown. French is seen in its relation to its Latin roots.

Mathematics:

The goal is skill in reckoning, and its application

to life; the presentation of mathematics as a logical science; understanding of the philosophical contents of mathematics; appreciation of mathematics.

Connections are made between the logical side of mathematics and the grammar of foreign languages. Projection correlates mathematics and art. The history of mathematics receives attention. History and civics are correlated with mathematics through pictures of life in the community and State, of trade and commerce. Mathematical geography and astronomy are studied in this course, not in the geography and science courses. Logic and theories have a place in mathematics.

Science:

This section of instruction is correlated with the foreign languages by having students read works of scientific investigators in the language in which they were written. It is related with history in showing the historical series of scientific discoveries. It correlates with geography in instruction on the Alps, minerals, climate, weather. Drawing is helpful in the science class. Science offers an opportunity for logical and metaphysical thinking, and is in this way correlated with philosophy.

Physics instructs particularly in the most important physical phenomena, their laws, and the way the laws have been discovered. Acquaintanceship with the technical applications of physics to everyday life is desired.

Chemistry has as its aim the knowledge of the most important chemical phenomena, and the study of minerals in their technical, economic and geologic significance.

Biology makes the students acquainted with nature, and helps to create in them a love for nature and home, and a respect for all living things. Together with the other sciences it shows students the regularity of events in nature. It is correlated with geography and history in regard to climate, minerals, plants of foreign colonial territories. It is correlated with German in the development of fables and stories about animals, popular names for plants and animals.

Music:

Its aim is to instruct the student in the significance of music in the life of society and of the individual, and to show him that music has a part in the life of every person, not merely in the lives of a few.

First of all there is instruction in singing itself. Choral singing and the German masters of the choral song are studied. Instrumental music plays its part in the instruction. The significance of music in culture correlates religion with music. In connection with Greek history are studied the Greek drama and operas based upon it. The songs of the foreign composers correlate music and foreign languages. History of music relates this subject to history. Rhythm is emphasized in gymnastics.

Drawing:

Art consideration and drawing awake in the students new powers of observation. The actual drawing is correlated with mathematics. The art observation is correlated with the cultural subjects.

Literature:

To give some idea of the amount of literature undertaken in foreign language classes, the translation of the literature outline of study in the three upper classes in secondary schools is offered in the Appendix.

The list of German authors whose works are studied in the German course is as follows: Schiller, Goethe, Kleist, Hebbel, Otto Ludwig, Ibsen, Hauptmann, Hoffmannsthal, Storm, Keller, Meyer, Scheffel, Wagner, Grillparzer, the Romanticists.

The Latin course considers the works of such men as Horace, Catullus, Tacitus, Seneca, Virgil, Cicero, Sallust. Greek instruction treats the writings of authors like Aeschylus, Sophocles, Plato, Homer, and others.

It is noticeable that much of the French and English literature read in the schools deals with the history of the country. In addition to the literary works by such authors as, first of all Shakespeare; then Galsworthy, Dickens, Wells, and Stevenson, much attention is paid to Curtis' "Problems of the Common-

wealth", and to books dealing with England's policies in India and in Egypt. In their English reading, students not only become familiar with the language, but also with the government, history, and present policies of England.

C. METHODS OF TEACHING.

Aims:

The new methods which are now being used in German schools depend on the new aims which have arisen since the close of the War. Before the year 1920 when the reorganization of education took place, the aim of the secondary school was the training of leaders, the intellectual and aristocratic few. With this aim in mind, the heads of the pupils were crammed with a large body of information, general information which had to be memorized, with no thought of the pupils' needs or of their development.

In 1919, Kandel said of German secondary schools: "It is difficult, without entering upon a discussion of the aims and objects of secondary education, to estimate the German secondary schools. Measured from the point of view of efficiency, they are undoubtedly successful in achieving the task set before them, the preparation of the few for leadership in the government services and the professions. Viewed from this standpoint the purpose of the German secondary school is to impart certain ideas or information; the measure of success is the amount of knowledge attained by the students, not the kind of individuals they are or may become. The standards are almost entirely intellectual,

and combined with these is a strong faith in the value of training the youth of the country in habits. The methods of instruction do not differ radically from those employed in the elementary schools; the learning process is under the control of the teachers. The mind is filled with information, but independence of observation or judgment is not developed or even encouraged." 1.

A similar view is given us in an address made by the Emperor at a conference held in 1890 wherein he discussed the faults of the teaching methods in the Gymnasium in connection with the aims of the school: "..... The philologues, the 'beati possidentes' of the Gymnasium since 1870, have laid their main emphasis upon subjects of study, upon learning and knowing, and not upon the cultivation of character or upon the needs of life. This tendency has, in my opinion, reached an extreme beyond which it simply cannot go. There is less value attached to power than there is to knowledge, a fact that is clearly revealed in the demands made in the examinations. It is assumed that the pupil must above all know as much as possible; whether or not that fits him for life is of minor consequence. When you converse with one of these gentlemen on the subject, and seek to make clear to him that a young man should be given some sort of training for practical life and its

1. Peter Sandiford, op. cit., p. 154.

problems, the reply is always made that that is no affair of the school; the chief function of the school, they say, is mental gymnastics, and if these mental gymnastics were properly carried out, the young man would be in a position, by virtue of these gymnastics, to perform everything necessary for life. I believe it to be impossible to proceed further with this point of view."[1].

Methods:

With this aim in mind -- the cramming into the students of a mass of information which they would soon forget, once the pressure was taken away, school was a difficult place to attend. The old idea of transfer of training was the dominant keynote. And so the pupils struggled and suffered, under the most rigid and stern discipline. Once they entered the secondary school they were expected to put away childish thoughts and actions. The atmosphere of the schoolroom was almost military in character. Every student was being trained and brought up as a loyal citizen of the nation.[2].

Germany has made progress since that time, and now German secondary students are "learning by doing". The Activity School and Activity Instruction have entered upon the scene. We are entering a German secondary school

1. From "Verhandlungen über Fragen des Höheren Unterrichts" (cited in: William S. Learned, The Oberlehrer) pp.68,69

2. Alexander and Parker, The New Education in the German Republic. Chapter XIX.

for girls. What shall we find? Why, it is our socialized recitation that is going on. The class is studying a poet of German Romanticism. One girl has been made chairman of the group, and she presides. The teacher does not lead the class but merely acts as a guide. The members of the group contribute to the discussion. They express their own viewpoints, defend them when necessary. This freedom of expression promotes their interest in the discussion. The discussion takes the form of criticism of the poetry written by this man. At the conclusion of the lesson the teacher expresses his views on the subject, but he is not dogmatic about it. The class is free to accept or reject his viewpoint.[1] How much more stimulating to thinking is this method of instruction than the old one of pure memory work and passive acceptance of everything which the teacher expressed dogmatically!

The Teacher, Old and New:

The Oberlehrer was lord of all he surveyed. Pupils looked up to him with fear and trembling. He was always right, and he treated the boys in his class like machines or automatons instead of regarding them as human beings and personalities. A quotation from Langbehn which appeared in 1890 tells us: "The 'professor' is the German national disease; the present system of educating youth in

1. Bruno Radtke, op. cit., pp. 12,13.

Germany is a sort of Bethlehemitic Slaughter of the Innocents; these two facts cannot be often enough repeated. The professor nowadays actually looks down upon the German people and the German people look up to the professor; these respective attitudes should be reversed."[1.]

Today, the attitude between teacher and pupil is very different from this. There is a strong spirit of helpfulness and cooperation between the two. The teacher of undemocratic times who permitted himself no intercourse with his pupils has disappeared. He has become conscious of his duty to develop the personalities of his pupils, as well as their minds. He has learned how to treat his pupils in a friendly and helpful way.[2.] The aim of education has changed, and the teacher realizes it. The new aim is the development of mind and spirit and body, as Carl H. Becker tells us.[3.] The child today is considered in his entirety, as an individual and as a member of society.

The Child, as a Member of Society:

The foremost influence in the development of a social spirit of comradeship and good feeling with one's fellow man is the Youth Movement. This Movement started

1. From - Langbehn, Rembrandt als Erzieher (cited in: William S. Learned, The Oberlehrer, p.70)

2. Alexander and Parker, The New Education in the German Republic, Chapter XIX

3. Carl H. Becker, "The Present Educational System in Germany", Teachers' College Record 33: 26-44 Oct. 1931

with a Berlin professor who used to take the boys in his class out in the country over the weekends. There they studied, but their discussions dwelt not only upon their school work, but on deep questions such as God and the universe. Education was really taking place. The professor was helping to form the character of these young boys. The idea gradually became popular, and out of it grew the Youth Movement. The idea caught on quickly, for it appealed to the people to wander out into the country in all its peacefulness, its beauty, its old medieval castles and ruins. Inns sprang up throughout the country, where for a small sum the "Wandervögel" (wandering birds) could get food and lodging. The Movement became popular with school children, and today the schools have taken advantage of it to give their pupils a feeling of comradeship for one another, and to foster relationships. The Movement had a threefold goal. It seeks to inspire its members with a sense of individual responsibility for the good of society, a search for truth, and a love of nature.

The German people as a whole are very individualistic, and this sort of thing teaches them how to cooperate and get along with a group. It serves also to develop character, for pupils learn to give and take. Away from the confines of the school, out in the beautiful German countryside under the care of an older boy or of the teacher, character and personality can be developed far better. The

expense of these expeditions is not great, but if there should be a pupil who cannot afford it, he is taken care of by larger fees paid by the richer students. Helpfulness is the keynote.[1.]

Another innovation after the reorganization, the purpose of which was to further social feeling, was the system of "Europeanism" in German secondary schools. Instead of the rigid Nationalism which was an integral part of education previous to the reorganization, and which served to increase the feeling of individualism, the system in use immediately after the reorganization was one which promoted good feeling and tolerance between the nations. "Europeanism" was taught in connection with history, geography, and foreign languages.[2.]

Under the present system in Germany the teaching of the brotherhood of man has disappeared. In its place nationalism is being stressed. This situation will be more fully discussed in the chapter entitled, "Present Day Education in Germany".

Also combatting individualism is the abolishment of the system of gradation in the secondary schools. Pupils used to be placed definitely in the classroom according to the marks they received. The first boy in

1. Bruno Radtke, op. cit., p.18.

2. Ibid., pp 12-13.

the class, that is, the boy who obtained the highest ranks, had the privilege of reporting the attendance and bringing the class to order before the master entered. He also received a special seat, in the corner in the back row.[1.]

New principles of democracy have been fostered in Germany. We have noticed the establishment of a Grundschule which is compulsory for all. We have also taken into account the Aufbauschule which enables apt pupils of the poorer classes to get ready for the University in a six year course following a seven year foundation in the elementary school.

The development of sports in Germany has aided the group spirit. Every week there are two periods of gymnastics and one afternoon of sports such as football, hockey, track, and a game that is like our baseball. The fact is emphasized that sports are not for the few individuals, but for every one. Every one must participate, and not merely watch the few who excel.[2.] Germany believes that physical education develops the character and the will along with the body. Almost every large city has set aside one big field for sports. They are located as near the schools as possible, and transportation is offered if they are too far away. Games between schools

1. William S. Learned, "An American Teacher's Year in a Prussian Gymnasium", Education Review, April 1911

2. Radtke, op. cit.,

are held. Swimming is held in high repute and is required of secondary school pupils.

New democratic ideals are also apparent in the admission to the secondary school of all pupils who can pass the exam and pay the small tuition. If a person has ability he can go ahead and prove it. The social distinction so apparent before the war is no longer in operation. One need not belong to the upper classes now in order to receive secondary education.[1]

The Child, as an Individual:

Although we have seen that Germany is doing a great deal to fuse her people together, to keep them working collectively and not individually, yet in art work she urges them to be individualistic. Fine Arts are offered in the schools for children of all ages. Originality, the development of creative artists, is the aim in the schools with regard to art. Exhibitions of art work of the pupils are put on at the "Zentralinstitut für Erziehung" in Berlin. These may take the form of illustrations of a story the pupils are reading at school, or may be needlework.[2]

The pupils are taught to appreciate music by hearing it, not by being told about it. Much has been

1. Bruno Radtke, op. cit.
2. Ibid.

done with the correlation of music and other subjects. When the work of a great composer is being sung, the man himself is studied, and in the setting in which he lived. The cultural background of the time in which he lived is considered. The teacher of music must not only know his subject thoroughly, but must also know history and fine arts -- painting and architecture. This is proof of the depth of training which the German candidate for a teaching position receives.

In these two phases -- music and art -- Germany wishes her youngsters to be individual, creative. She wants other Holheins and other Dürers, other Wagners and other Beethovens.

School Life:

We have noticed the socialized form of recitation in Germany. Drill is avoided. Textbooks are little more than outlines of the courses. They offer very meager information. Therefore the students must pay strict attention when in class, for otherwise they will not get hold of the material. The teacher must be well grounded in the subject matter of the course, for he is required to give expansion to the outline in the textbook.[1] There is little chance for holding the book on the child as is the case so often here in America. The German teacher has no need to do this, for he is thoroughly master of the subjects he teaches. Here in America a beginning teacher in a small

1. William S. Learned, The Quality of the Educational Process in the United Stated and in Europe. 1927.

school is often required to teach subjects for which he is inadequately prepared. In Germany, the teacher in the secondary school is allowed to instruct only in those subjects in which he has majored and in which he has taken the State Examination.

There is little note-taking in class. The children are expected to have the material in their minds, not on paper.[1] Each class lesson is spent partly in review. The homework is a review of what has been learned in class. During the first three years of the Gymnasium, one and one half hours of homework are required. Two hours of homework are required in the next three years, and in the last three two and one half hours are devoted to homework. There are no study periods in German secondary schools such as we have in America. The number of school hours in a week is about thirty-three.

The secondary school gives the student general information and general education. Specialization does not take place until he reaches the University. During the course of secondary education, students are to learn how to think. When they reach the University, they must carry all their responsibility. It is up to them whether they sink or swim. They must plot their course, decide on their goals. If they have not learned to think when in the secondary school, their University course will be more difficult for them. After the training in thinking

1. Yoshi Kasuya, op. cit., pp. 102-133

both in the secondary school and in the University, a student has learned how to think, how to cultivate and produce ideas. By the time a candidate for teaching has filled all the necessary requirements, he is able to plan his course with regard to the subject he is teaching, and to organize his curriculum.

The power of thinking accurately is fostered by the type of examination given in the German schools. These take the form of one theme or subject upon which the students are to write. They do not consist of a group of questions. This type of examination offers an opportunity to select and weigh material, and finally to organize it into a connected whole.[1] The examinations for entrance to the secondary school consist of writing a composition, elementary sums, reading, familiarity with local history and geography. The examination at the close of the secondary period, called the Maturity Examination (Abiturienprüfung), is a comprehensive examination and is both written and oral. A German may apply for this examination any time after he has passed his nineteenth year. If he is successful, he may enter a University.[2]

We have previously mentioned the fact that all the secondary schools have central or core subjects around which the entire curriculum of the school clusters. The special

1. William S. Learned, The Quality of the Educational Process in the United States and in Europe, pp. 61-73

2. Bruno Radtke, op. cit.

subjects which each school teaches are thoroughly correlated with the rest of the program. By the special subjects we mean the Latin and Greek of the Gymnasium, the modern languages of the Realgymnasium, the mathematics and natural sciences of the Oberrealschule, and the cultural subjects, especially German culture, of the Deutsche Oberschule. The teachers now have liberty in teaching their subjects and in organizing the curriculum, but they are supposed to consult with other members of the faculty so that the result of the teaching of all subjects will be a unified whole. Meetings are often held by the faculty to discuss problems arising in connection with their work, and to effect improvement if possible. The faculty has a large share in the control of the school. The principal now exercises less power than formerly.

Recently, new courses of study have arisen. There is avocation instruction. School excursions are common. New schools have come into existence -- the Aufbauschule, the Frauenschule, the Deutsche Oberschule, and the Werkoberschule. All of these are the result of the reform. Radio is now used in the foreign language class. The direct method is used for instruction in foreign language.[1] "Elternbeiräte" which resemble our parent-teachers meetings have been introduced. Their purpose is to further a better understanding between home and school.[2] Religion is taught in the schools two or

1. Alexander and Parker, op. cit., Chapter XIX.
2. Bruno Radtke, op. cit.,

three hours a week by regular teachers of religion. Children may take it or not as their parents wish. Article 149 of the Reich Constitution of August 11, 1919 states:

"Religious instruction shall figure in the programme of school studies, with the exception of that of lay schools. This instruction shall be governed by the provisions set forth in school legislative texts, and shall be given in conformity with the faith of the religious community concerned, without prejudice to the right of control by the State.

"The members of the teaching personnel shall freely state whether they are prepared to assume responsibility in the matter of religious instruction and worship; the attendance of classes on religious subjects and participation in religious festivals and ceremonies shall depend upon the explicit wishes of the person with whom rests the responsibility of deciding all matters concerning the religious education of the child ..... ."[1]

Formerly teachers were required to teach religion. They can now be exempted from it.

Let us conclude our discussion of school life by mentioning the type of buildings in which secondary school pupils are housed. Many of the old buildings are gloomy structures, while the new ones look very much like factories. Although the facilities in the rooms are poor

1. Reich Constitution of August 11, 1919, Article 149. (cited in German Educational System, op. cit., p.5)

-- the boys sit on long benches --, in the laboratories the German secondary schools excel. There are all kinds of equipment necessary for the intensive study of science. Maps are used a great deal in instruction. Library facilities are very poor. The auditorium is always magnificent, and is characterized by beautiful architecture. It is often used by the community in the presentation of concerts.

D. TRAINING OF SECONDARY SCHOOL TEACHERS

"Probably one of the greatest factors contributing to the character of the German higher school is found in the character of the teacher, who, on the average, is far superior to the American high school teacher. This is due to a number of factors -- the superior character of the material available (due in part to the prestige of the teaching profession in Germany), the high standards set, the training which the prospective teacher receives, and the high professional spirit manifest. These standards and conditions are not paralleled in America." [1]

Historical Treatment:[2]

The program of secondary teacher training in Germany is very thorough. The requirements are standardized and all teachers are masters of their subjects. A picture of the secondary school in which the prospective teacher will teach and in which he has received, as a student, his general education has been given. At the close of the secondary school period the student must pass the maturity examination before he can be admitted to a University. This consists of oral and written work as well as a physical examination.

1. Alexander Inglis, Principles of Secondary Education, p.230
2. John Franklin Brown, The Training of Teachers for Secondary Schools in Germany and the United States.

The student then enters the University. For a long time, only academic work was given in the University. The candidate for a teaching position did not receive any professional training. But finally the fact was realized that some sort of professional education must be given, and so pedagogical seminars took root in the university. The work of the first seminar, established by J. M. Gessner at Göttingen in 1737 dealt with theological, philosophical, and pedagogical material. A little later a seminar similar to this was established at Halle, which lived an off and on existence until it was finally taken from the University's control in 1884 and removed to Magdeburg, to be ruled by the provincial school board.

At the University of Königsberg, Herbart succeeded in establishing a pedagogical seminar. His ideal was the forming of a class of boys ranging from nine to sixteen years of age, who were to live in a home of which he would be the director. The members of his seminar would teach these boys, thus obtaining practical experience. This practice teaching was to be accompanied by lectures on pedagogy and on philosophy. Theory and practice were thus to be combined. This ideal however was not fulfilled, and when Herbart left, the whole seminar fell through.

The seminar idea was aided by Professor Stoy at the University of Jena. Stoy stressed the need for practical work in connection with courses on theory. His

system consisted of four steps:

1. The practicum - a lesson given by the candidate during a seminar.
2. The criticum - a discussion and criticism of the lesson presented to the seminar group.
3. The scholasticum - a discussion of the needs of the practice school.
4. The pedagogicum - a discussion of pedagogical questions.

Stoy established a practice school where his candidates could observe and teach, applying the theories they had absorbed. After Stoy's resignation, the amount of work was lightened. Each week there were three meetings instead of four as had previously been the case. These consisted of the trial lesson, discussion of visits the candidates had made to the schools, and a conference which took on a social aspect and which was devoted to a discussion of the practice lessons.

Work of a similar nature was carried on at Leipsic under the direction of a man named Ziller. Today Leipsic and Jena alone have practical pedagogical seminars. The other Universities confine themselves to a study of the philosophy, history, and theory of education. They do not carry out their theories in a practice school.

Academic Preparation:

University attendance is necessary for the would be secondary teacher. He must attend for four

years, and a five year University training is preferable. This period need not be spent at one University. It is the custom of the Germans to travel from one University to another, for in Germany the important point is not at what University one studies, but under what professor. During the University period, the candidate must study two major and one minor academic subject, and philosophy, including pedagogy.

At the end of the University training the candidate must take the State or Academic Examination. This examination is given by the professors of the University wherein the candidate has spent the last semester, in conjunction with secondary school teachers whom the Minister of Education has appointed. The subjects on which the examination is based are as follows:

A. Philosophy, ethics, theory of adolescence, epistemology.

B. A choice of three, either three majors or two majors and one minor: religion, German, Latin, Greek, Hebrew, French, English, history, geography, mathematics, physics, chemistry, botany, zoology.

C. Supplementary subjects: introduction to philosophy, political science, education,

1. I. L. Kandel, Comparative Education, pp 842-849

applied mathematics, minerology, geology, classical archeology, history of medieval and modern art, comparative philology, Polish, Danish, Swedish, Dutch, Russian, Spanish, Italian, Turkish, Chinese, general history of religion, drawing, physical training, singing, handiwork. Of these, only one may be substituted as a minor. The candidate may offer as many as he chooses.

D. Two essays, written over a period of five months.

This examination covers the candidates entire field of study. Upon passing this scientific examination, the candidate becomes a "Studien-referendar". He is ready to enter upon his two year period of practical preparation, called the "Vorbereitungszeit". This work takes place in a regular secondary school. The first year of work may take place in a six year school, but the second year must be spent in a nine year school. The two years are usually spent in different schools.[1.]

To be admitted to a school, the candidate, after passing the scientific examination, has an interview with

1. Thomas Alexander, "Practice-Teaching in Germany for Elementary and Secondary Teachers" -- Educational Administration and Supervision. 13: 289-309 May 1927

the Provincial School Board in control of the locality in which he would like to do his practice teaching. He must present to the board a certificate attesting to his success in the academic examination, as well as a certificate of good health. The Board assigns him to a secondary school, usually to one where there is an outstanding teacher in the candidate's major subject.[1]

Practical Preparation:

Vorbereitungszeit (time of preparation)

Previous to the year 1917, this two year period was called the Seminarjahr and the Probejahr. The Seminarjahr was introduced in 1892 because there was a need for more professional training for teachers than was offered by the very academic Universities and the year of trial teaching known as the Probejahr . The Seminarjahr offered a combination of theory and practice. The two year period still exists but under the name we have quoted at the beginning of this section.

During the first year the candidate observes and teaches under close supervision. He is under the care of a teacher in the school whose duty it is to instruct him. The entire faculty is expected to aid in his training. He is introduced to teaching during this year. He corrects papers and makes out written exercises.[2]

1. Thomas Alexander, op. cit.

2. Ibid., pp 289-309.

In the second year the candidate is introduced to independent teaching. He is assigned to a class teacher for a while to learn the duties of this teacher. Every week seminars are held at which the candidates (usually there are not more than six to a school) discuss problems that have come up in their teaching. Each is meeting the same difficulties, and these problems are ironed out by a common discussion. About every four weeks the candidate gives a lesson before his supervisor, the Director of the school, the other student teachers, and the teacher in whose charge he has been placed.[1.]

He observes classes in the building, both in his own and other subjects. The teachers whose classes he visits are expected to help him in any other way possible. He is also urged to visit other schools such as continuation schools and schools for the deaf and dumb. Student teachers take part in all the faculty meetings at the school, so they can really see how the administration of the school is carried out.[2.]

At the close of this two year period the candidate must take the pedagogical examination. (Pädagogische Prüfung). This is composed of both written and oral questions. The written part consists of a problem involving

1. Thomas Alexander, op. cit., 289-309
2. Ibid., 289-309

educational principles, and this is based on his practical experience. In the oral part, the group of candidates discuss a problem set by the chairman. The way they handle this problem is a test of their knowledge of class problems and teaching problems and how to face them. There is also a third section of the examination. The candidate must give a thirty minute lesson at which the committee is present. "Emphasis (is) placed upon the teacher equipped with knowledge and skill and creative ability sufficient to solve problems arising in new situations rather than attempt to prepare a teacher who has a standard solution for standard situations but no ability to adapt himself." [1] The ability to think, and to lead the minds of pupils must be proved by the candidate to be in his possession. His ability in speaking, his physical condition, are other factors under consideration when he is giving his lesson.[2] Reports are given by the teachers and the principal of the school on the candidate's ability.

The passing of this examination entitles the candidate to the rank of "Studienassessor". He is registered by the Provincial School Board together with record of his subjects. Candidates eligible to teach are

1. Thomas Alexander, op. cit., p. 309.

2. William S. Learned, The Quality of Educational Process in the United States and Europe. pp. 61-73

put on a list made up by the Minister of Education. The candidate's education is finished when he is about twenty-six or twenty-seven years old, but final appointment usually does not come until he is about thirty-two. A permanently appointed teacher is called a "Studienrat". The lapse of time between the close of a candidate's training and his final appointment may be spent as assistant teacher in a boys' school, or a teacher in a girls' school.

Since 1925 it has been required of candidates to have had two semesters of lectures on physical education and two semesters of practical training in gymnastics and athletics.[1] Very recently a new requirement -- that teachers spend time in the military camps -- has been added. This will be discussed in the next chapter.

Training in Service:

Once the candidate becomes an appointed teacher, a Studienrat, he must not feel that his training is ended, but must constantly further his education. For instance, there is an institution called the "Institute of In-Service Training for Teachers", situated in the city of Hamburg, which offers courses both for elementary and secondary school teachers. These courses are free to the teachers of Hamburg. As examples of what is given here, the following are mentioned: elementary school theory, local geography, German,

1. I. L. Kandel, op. cit., pp.842-849

foreign languages, history, religion, world geography, music, drawing, mathematics, natural sciences, manual training, sewing, physical training.[1] At the "Zentralinstitut für Erziehung und Unterricht" short term courses for teachers are offered.

There are study groups for various subjects such as the classics, mathematics, history, natural science, gymnastics, modern foreign languages, and the like. There also exists an academic organization of academic teachers, which is divided into State and provincial sections. This organization is called the Deutscher Philologenverband.[2]

Teachers' Conventions are held, and these further the training of teachers. In Alexander and Parker, we are given an example of a geography teachers' convention in Lübeck. Different classes in geography were assembled in one building . These consisted of elementary, middle, and secondary grades. All kinds of work were being done in these classes. Some were engaged in constructing clay models of the Scandinavian peninsula. Others were studying the map symbols of the Lübeck State. Still other classes were busy respectively on vegetation in different climates reports; in making an excursion through the city studying the names of the streets and the like; in modeling Chinese houses in connection with their Geography lesson.[3]

1. Alexander and Parker, op. cit., Chapter XIX
2. Yoshi Kasuya, op cit., pp. 102-133.
3. Alexander and Parker, Ibid.

Radio is used by the Government for the instruction of teachers and pupils. Twenty hours a week are devoted to this instruction, half of it for pupils, the other half for teachers. This means of instructing teachers aids in the rural districts, and in those districts it takes the place of the Teachers' Conventions. All rural school teachers must listen to the broadcasts. They are checked on the material by an examination.

Status of Teachers:

A secondary school teacher in Germany has an enviable position. He is regarded as an officer of the State. He has social position. His position is secure, once he has been permanently appointed. Misconduct alone can cause him to lose his job. He has graduated increases in salary, and is well provided for with regard to disability and old age. He may receive a pension at the close of ten years of service which consists of thirty-five per cent of the final salary received. With every year of service the pension increases by two per cent until the teacher has served for twenty-five years. Thereafter the pension increases at the rate of one per cent with each year of service. The maximum pension is that received after the completion of forty years of service, eighty percent of the final salary received.[1]

Teaching is regarded as a profession and as a

1. Yoshi Kasuya, op. cit., pp. 102-133

profession and as a life work in Germany. There are more men than women teachers, and the profession is stabilized. Since this is the case, the requirements can be as rigid as they are. Only those who are really fitted for teaching arrive at the goal.

E. PRESENT DAY EDUCATION IN GERMANY [1]

The New Regime, having a socialistic viewpoint, has made changes in the educational program. The ideas of the brotherhood of man and internationalism are now frowned upon. In their place nationalism has come to the fore. Deutsche Kultur forms the backbone of the school curriculum. Students learn to know their fatherland. They undertake trips within Germany's confines, under the direction of the Central Institute for Education and Instruction in Berlin. After they have become thoroughly acquainted with their own land, they may take "Studienreisen" to foreign countries; but to do this they must be mature enough to be able to really appreciate and criticize what they see with regard to customs and people.

Work Camps:

The emphasis in this new education is placed mainly on physical education, followed next by character training, and last by intellectual training. The group idea is predominant. Methods of instruction which further individualism are not allowed. Voluntary Work Service takes place in work camps -- Arbeitslager, where young men are carrying on manual labor such as road building, draining swamps, and the like. Teachers in training may take part in this work. If they remain a semester,

1. John W. Taylor, op. cit., pp. 318-331.

that period of time is deducted from their pedagogical training. A candidate who has spent a period of time in a camp is given precedence for a job over one who has not been a member of an Arbeitslager.

All secondary school graduates and candidates for teaching positions in secondary schools must spend a half year in a work camp, by the decree of January 28th, 1933. Four months of this service takes place in the camp, and one and one half months in open country sport. The time is spent in geological instruction, in marches, and hiking exercises, and in small calibre pistol practice. In other words, they become defense-minded. The program concludes with an achievement test. The cost of this project is sustained by the Federal Government. The candidate pays only for his transportation to and from the camps, and this expense has been reduced by half. The idea behind the plan is the development of comradeship and of social-mindedness.

Curriculum changes:

A new subject has been introduced in the secondary schools. From Class U II (Untersekunda), heredity, race hygiene, and race study, must have a part in the school program. In its decree of September 13th, 1933, the Ministry of Education said: "Knowledge of the biological fundamentals and their application to the individual and to the community is necessary for the rejuvenation of our people." [1] This

1. From "Erlass des Kultursministeriums"
(cited in: John W. Taylor, op. cit., pp. 330-331.)

instruction occupies from two to three hours per week. If necessary, time is taken from mathematics and foreign language to fill this requirement. The race study is correlated with German, history, and geography. In order to insure the maintenance of this subject in the school, it is made a compulsory topic of the leaving examinations. The curricula of the secondary schools are being examined with a purpose of revision to suit the needs of the pupils. The demands of practical life are to be catered to in the schools.

German, history, and geography are now to have stronger emphasis than previously. Sex education is to be given in the home, and only when the parents wish it, is it to be imparted in the school. By a decree of April 5, 1933, English has been put back as the first modern foreign language to be studied in the secondary school, while French is to drop to second place. The leaving examination in secondary schools are to be made more difficult so that fewer candidates will enter the Universities. With this same view, pupils in the secondary school are to be advised and guided as to whether or not they should attempt to enter the University.

In conclusion the suggestion has been made that Germany may perhaps reduce the number of her secondary schools to two types -- the Gymnasium, and the Normaltyp. The latter is to consist of mathematics, natural science,

foreign language, Deutschkunde. Both of these schools would be based on six years of the Grundschule. This plan has not yet become a reality.

CONCLUSION

A. COMPARISON WITH CONDITIONS IN AMERICA

The secondary schools in America and in Germany have been conducted on a very different basis. Up until very recent times, the educational advantages in Germany had been offered only to the few. The purpose of secondary education there had been the training of a few intellectually gifted and socially prominent children for leadership. The Reorganization of Education in 1920 made efforts to do away with the social distinction of the secondary school. If a boy can pass an examination, he is admitted, and the tuition is scaled to fit the purse of his parents. Nevertheless, only the Grundschule and the Volksschule are free of tuition. Germany has not yet reached the democratic ideal of education which the people of America enjoy. This is our great investment, in the words of Professor Thomas Briggs. He says, "The State supports free public schools to perpetuate itself and to promote its own interests. Education is,then, a long term investment that the State may be a better place in which to live and a better place in which to make a living."[1].

In the matter of curricula, the Germans are

1. Thomas Briggs, The Great Investment, Secondary Education in a Democracy. p. 8.

superior to the Americans in their secondary schools. Courses in the German school are correlated so as to produce a unified and interrelated education. The teachers work together to bring about this condition. American secondary schools have no such system. The instruction in each class is a separate entity. What is learned in the history course is not carried over into the English course. Vastly different historical periods are being studied in the separate courses. There is very little carry-over from one subject to another by the pupils. Of course the situation is easier in the German school where every one takes the same courses. There is no differentiation of curricula such as we have in America. The one curriculum and all its relationships are worked out by the German teachers, and it holds for every pupil in the school. In America this situation is not paralleled. We have a variety of curricula under one roof. There is a choice with regard to the year a pupil wishes to take a certain subject. Some may take French I one year, others take it another year. Another difficulty lies in the fact that our teachers are not adequately prepared to teach work of this kind. Few teachers of music are capable of following their German counterparts in their course of study. For in instructing the pupils about the compositions of various great musicians, the German teacher discusses the men in the settings in which they

lived, the art, and the architecture. We cannot follow the German example until our teachers are trained in such a way as to be able to master their subject matter and yet to be conscious of the broader ranges of that material. The teacher must be trained to see the relationships of all subject matter, not to be walled up within the confines of the one or two subjects which she teaches.

To remedy the teacher situation in the United States, the requirements must be raised and must be standardized. Many of our High School teachers today have not even a college education, although the general requirement is the Bachelor of Arts or Bachelor of Science degree. In Germany every candidate for a teaching position in a secondary school follows one course. Each, after four years of the Grundschule, must attend a secondary school from which he graduates at the end of nine years. He then spends four or five years at the University. Next he takes the State Academic Examination, and if successful he is admitted to a secondary school to obtain his practical professional preparation. This period in his preparation lasts two years, at the end of which he takes the pedagogical examination. There are no such standardized requirements in the United States.

If, however, we plan to raise the requirements for secondary teachers, we must also raise the status of teaching. While in Germany the teacher is regarded as a

state official and is esteemed accordingly, in the United States teaching has not been made an attractive profession. The salary is low; pension and tenure laws are uncertain. For these reasons, few men enter the profession in comparison with the number of women. In Germany, once a teacher is appointed, he is assured of his position for life, on good behavior. Teaching positions in America do not possess this degree of permanency.

Our greatest need is standardization of requirements, of pension and of tenure. California is the only State which approaches Germany in the matter of requirements, for this State requires one year of graduate study beyond the Bachelor's degree. Candidates in California must take during the graduate year nine quarter units in their teaching subjects and nine quarter units in Education courses. To obtain a position they must have had twenty-seven quarter units in Education, including "Introduction to the Study of Education", "Principles of Secondary Education", "Methods and Management", "Practice Teaching".[1.]

Requirements in the States vary greatly. Twenty-seven states require only graduation from college; sixteen States prescribe the major and minor subjects which must be taken in college; five States make specific requirements with regard to the subjects candidates plan to teach.

1. Thomas Alexander, "Some Aspects of the Training of Secondary Teachers in the United States", Int. Educ. Review 1931-32 I: 177-195.

There is a variance of from five to twenty-four hours of professional training required in the different States. The North Central Association has tried to standardize certification practices by requiring since 1929 that candidates must teach the subjects in which they majored or minored when in college. This is working toward the system established in Germany, where candidates are allowed to teach only their majors and one minor. There have been too many teachers in America receiving general certificates, enabling them to teach subjects in which they are inadequately prepared.[1] Instead, candidates should be required to obtain special certificates, and should be allowed to teach only in their major and minor fields.

It is essential that the candidate for a secondary school teaching position in America become thoroughly master of the subjects he plans to teach, and at the same time he should take enough other subjects during his college career to enable him to possess a broad outlook and to see his subjects in their relation to other subjects. Germany's system of the State Examination, both Academic and Pedagogic, insures the candidate's mastery of academic subject matter and his teaching skill. It is a comprehensive examination,

1. I. L. Kandel, op. cit., pp. 854-861.

covering not a few courses but the candidate's entire field of study.

B. SUMMARY

The study has tried to show secondary education in Germany as it existed in the German Republic, and also the training of secondary school teachers.

The various secondary schools (Gymnasium, Realgymnasium, Reformrealgymnasium, Oberrealschule, Deutsche Oberschule, and Aufbauschule) have been described in the matter of aims, curricula, and correlation of subject matter. The number of hours devoted to each subject in the various secondary schools have been presented in tabular form.

The German system of training secondary school teachers has been described. The candidate must be a graduate of a nine year secondary school, must have attended a university four or five years, must have passed the State Academic Examination, must have spent two years in professional training in actual secondary schools, and must then have passed a Pedagogical Examination.

This description is followed by a cursory view of changes effected in German education by the present regime.

In conclusion we may say that in spite of some disadvantages in the American educational system and in the training of American secondary school teachers, the commenda-

tory basic fact still remains, that we are a democracy and are carrying on democratic ideals -- we are educating the masses, not merely the few.

APPENDIX

A. THE CURRICULUM OF THE REALGYMNASIUM AT KÖLN-DEUTZ.

(Translated from the original German)

VI A

CATHOLIC RELIGION

CATECHISM:	THE COMMANDMENTS
Term I	Commandments 1-4.
Term II	Commandments 5-10. 5 Commandments of the Church.
Term III	Sins and Virtue.

OLD TESTAMENT

BIBLE HISTORY:	From Creation of the World up to the Book of Kings.
Term I	Story of Creation and of Patriarchs.
Term II	Moses and Giving of the Laws.
Term III	Joshua and Book of Judges
	Besides on Sundays Gospels.

HYMNS	PRAYERBOOKS
Term I	Easter and Pentecost Songs.
	Hymns to B.V.M.
Term II	Advent and Christmas Songs
Term III	Lenten Hymns.

Also a study of the Church building; the organization of the Church; its priests; the Cologne saints: Saints:
Martin, Gereon, Ursula, Kunibertus, Heribertus, Maurituis, Agnes, Andreas, Petrus, on the occasions of the days devoted to them in the Church Calendar.

PROTESTANT RELIGION

Term I — Bible History of Old Testament up to Saul's death.

Song No. 153 "O Holy Spirit" (At Pentecost)

10 Commandments

Term II — Bible History of Old Testament up to the return of the Jews from Babylonian Captivity.

The Birth of Christ.

Hymns No. 24 - "O du fröhliche" } Christmas
No. 29 - "Stille Nacht")

Term III — Bible History of New Testament to Death of Christ.

Hymn: No. 102-"O Head full of Blood and Wounds") Passion Time

GERMAN

Reading Material according to "Lebensgut" -- Vom Kinderland zum Aeimatland.

Continuing through school year.

1. Practice in spelling.
2. Oral and written composition and observation.
3. Practice in vocabulary -- Word values.

4. Reading and pronouncing.

5. Grammar - simple sentence, parts of speech, classes of words.

Grammatic consideration of the necessity of the study of Latin.

LATIN

Term I — Prepatory course of German

1st and 2nd declension

1st conjugation, Indicative, esse.

Latin Book 1-18.

Term II — 4th and 5th declension.
Subjunction forms of 1st conj.

2nd conj. Most important compositions of esse.

Latin Book 19-35.

Term III — 3rd declension. 3rd and 4th conjugations.

Latin Book 36-48.

GEOGRAPHY

(Always in connection with the immediate homeland)

Term I — Introduction to comprehension of simple geographical phenomena. Working out of geological foundation principles; activity of water and wind; the weather; apparent movement of the sun. Simple experiments with distillation, formation of rain and clouds, dew, sedimenting of rocks, measuring cold and heat by thermometers.

Term II — Measures, reduced scale, knowledge about native locality, maps of native locality. Surveyor's sheet. The lower Rhine district in detail -- the Siebengebirge, the

the mountainous region; the lower Rhine, the country and people, and farming and settling. Government of our homeland. The kinds of stones in our Rhine mountains.

Term III View of the German Realm. View of Europe and other parts of the World.

ARITHMETIC

Term I Numerical system. Additions and subtraction with concrete and with complex numbers.

Paragraphs 2,3.

Term II Multiplication and division with the same numbers, paragraphs 4,5.

Review of the four principles of arithmetic, paragraphs 6.

Coinage,weights and measures, paragraph 7.

Space.

Term III Addition, subtraction, multiplication and division of many complex numbers, paragraphs 8 to 11.

Proportion with several complex numbers.

BIOLOGY

Term I Introduction to the knowledge of important blossoming plants. Useful plants of the locality. Poison plants. Common plants of meadow, forest, heath. Most important morphological principles. Nourishing of plants is made clear to students by simple experiments on the activity of the roots, stems, leaves.

Culture of plants. Fertilization experiments.

Term II Vertebrate animals with special attention to domestic animals. Construction of the bodies of vertebrates.

Term III Membership of man among the vertebrates. Construction and life of the human body, with special attention to the organs, movements, and digestion. Care of health.

MUSIC

Term I C. Major scale, Interval. Main three sounds of dominant seventh chord. Notes and pauses up to the 16th. Time, rhythm, motif. Simple and more intricate song forms. Rhythm exercises in connection with gymnastics. Beating time. Exercises in beating time. Listening exercises: Singing by intervals. Distinction and analyzation of duets and trias. Discovering rhythmic melodic motif.
Memorizing of:
"Das Lied der Deutschen" Music I, p.5.
"Lehnsucht nach dem Fruhlung", p.21
"Jahrestag der Schneider", p. 115.

Term II Keys of G and F Major, scales, intervals. Main three sounds. Dominant seventh. Rhythmic exercises in use of C, F, G scales and chords. Distinction of half tones. Practice in voice. Singing little selections.
Memorizing of:
"Schlummerliedchen", p. 25
"Fuhrmannslied", p. 123
"Der Jäger aus Kurpfalz", p. 127
"Jagerlied", p. 127
"Sandmännchen", p. 152
"Drunten im Unterland", p. 162
"Der Bauer auf der Eisenbahn", p. 167
"Lobgesang auf den Heiligen Christtag", p.77

Term III Subordinate three sounds. Modulation. Transposition. Preparation of duet. Simplest forms of the march and the dance. Practice in directing songs. Distinction between major and minor. Attempts at moduàation on basis of song material. Modulation of little two and four line pieces. Voice. Learning by heart:
"Der frohe Wandersmann", p. 17
"Es blies ein Jäger", p. 156
"Jagdabenteuer", p. 157
"Der Alt-Ausseer Postillion", p. 123

DRAWING

Free hand work in connection with the instruction in German. Illustrating, fairy stories, fables, stories, festivals, annual fair, performances, and the like. Also on the blackboard, with carbon and chalk. Observations of the people, art and nature stories of youthful artists in good pictures. Simple decorated script.

V A

CATHOLIC RELIGION

CATECHISM: 1. Main Study: Faith and Articles of Faith.

Term I	1-7 -- Articles of Faith
Term II	3-8 -- Articles of Faith
Term III	9-12 -- Articles of Faith

NEW TESTAMENT

BIBLE HISTORY:

Term I	Public Life of Jesus
Term II	Continuation and story of His Childhood (Advent, Christmas)
Term III	Story of His Passion (Lenten Season)
	Besides Sunday Gospels

HYMNS PRAYERBOOKS

Further introduction into Church Hymn Book and Prayerbook, Hymns corresponding with those of VI.

The lives of the sanits who are patrons of youth, and of well-known saints:

Saints Joseph, Paul, Elizabeth, Katherine, Francis of Assissi, Boniface, according to days devoted to them.

Main Churches: Cathedral, St. Martin, St. Andreas, Mary of the Capital.

PROTESTANT RELIGION

Term I — The early Christian congregation and the victorious procession of the Gospel from Jerusalem to Rome (in addition to paragraphs out of the stories of the Apostles.)

Term II — Pictures of the spread of Christianity, especially into Germany. Christian martyrs. Constantine. The Messengers of Faith on the Rhine. Boniface. Holy Elizabeth. Protestant witnesses of faith, especially Luther.

Term III — Pietism. Francke. Finzendorf. Bondt. Fliedner. Donations abroad. Continuation of old Germanic religion in the present, especially in the local belief of the people. German plactis art.

GERMAN

A. GRAMMAR:

Formation of words. Declension and conjugation, strong and weak. Ablaut and umlaut. Putting together words. Review of parts of speech, functions of individual parts of speech in a sentence, especially pronouns. Numberals and words connected with them. The simple sentence: Subject, Predicate, Object, Adverbial modification. Beginnings of teaching of Subordinate clause. Foreign words, popular expressions.

B. LITERATURE:

In the form of life pictures, material is taken from knowledge of the locality, folk sagas, nature, house and family. A number of poems similar to these in content are treated, also song books; about eight poems are memorized. When practical this is worked in with the rest of the cultural subjects.

LATIN

Term I — Comparison, Pronouns. 4th conjugation.

Esse in composition.

Adverbs.

Term II Verb irregularities

Peculiarities in conjugations

Stems of verbs. 17-31

Term III Deponent verbs)
Peculiarities of declension)35
Pronouns) --50
Numerals)

GEOGRAPHY

Term I The Globe. Lattitude and longitude. Triangulation. Practice in establishing distances of places from one another in time and space. Times of year. Tropics. Apparent year's course of the sun. The moon and its phases.
South Germany, High mountain landscape: (Alps, lakes, meadows, Alpine dairies, rearing of cattle, avalanches, glacial moraines). With south German plateaus, moss, boggy country.

Term II Middle German mountain land: streams, its characteristics, special beauties and significance (richness of forests, valleys, mineral deposits, intercourse with foreigners, Castles, occupations)

Term III North Germany: In connection with the inlets of the lower Rhine are -- promontories, thickets, terraces, boulders, etc.; A picture of the glacier time is to be derived with a study of north German flat country, also valleys formed by ice age. Picture of the formation of North Sea, Baltic Sea, sandbanks. The dry land, the small islands, shallow sea, high tides, caused by storms, ebb and flow, marsh land, dikes, marshy ground protected by dikes, coast land

ARITHMETIC

Term I Introduction to fractions. Addition and Subtraction

Term II Multiplication and division. Mixed lessons.

Term III Proportion with single and complex numbers and in fractions.

BIOLOGY

Term I Observation comparing single blossoming plants of Germany, and those with more difficult flower formation. Special attention to native grain and vegetable plants. Some common characteristics of living; for example, the German Alps.

Term II Mankind - especially nourishment, breathing, and circulation systems. Hygiene of these organs. Construction and life of articulated animals, especially insects.

Term III Continuation of articulated animals. Broadening of knowledge of plants and animals (without strict systematization).

MUSIC

Term I Major keys up to E and A flat major. The canon. The homophonic duet. Rhythmic exercises based on major scales. (Related to gymnastics). Exercises with retardation and syncopation. Inventing little duet melodies. Voice practice. Memorizing of:

"Der alte Barbarossa", p. 9
"Abschied", p. 9
"Wanderschaft", p. 16
"Heidenröslein", p 30
"Bergmannslied", p. 125
"Der Musikant am Nil", p. 139
"Schneiders Höllenfahrt", p. 158

Term II Instruction in minor scales from parallel major scales. The melodic and harmonic A minor scales. The march in (Kunstmusic) Scale practice in different rhythms in A minor. Inventing little melodies in Minor keys. Voice practice.

Memorization of:
"Gebet", p. 6
"Zufriedenheit", p. 24
"Wiegenlied", p. 24
"Käferhochzeit", p. 50
"Lügenmärchen", p. 154
"Ein köstlich Lied von der Geburt Christi", p. 69
"Weihnachtslied", p. 72.

Term III The most used minor scales, harmonic and melodic.
The dance.
Rhythmic exercises in different minor scales.
Changing little song phrases from major to minor.
Modulating short sentences with use of minor keys.
Memorization of:
"Vaterlandslied", p. 7
"Das einsinnige Schwein", p. 45
"Schneiders Wanderschaft", p. 114
"Tragische Geschichte", p. 172
"Jan Hinnerk", p. 175

DRAWING

Freehand work as in VI. Round, cornered, mixed forms of plane art from imagination. Color mixing with water colors. Simple leaves and butterflies. Continuation of illustration in connection with Religion, German, history, geography; observation of pictures of German cities, villages, castles and churches.

IV A

CATHOLIC RELIGION

CATECHISM: Third Division

Term I Grace and Sacraments in general.

Baptism and Confirmation.

Term II The rest of the Sacraments.

Term III Sacramentals and prayer.

Throughout the year instruction on the composition of the Holy Mass.

NEW TESTAMENT

BIBLE HISTORY:

Term I Ressurection of Jesus to the end.

Term II Stories of the Apostles

Term III Remaining chapter out of 1.

The Public Life of Jesus.

ECCLESIASTICAL HISTORY
Biographies from Antiquity

Term I Peter and Paul, Martyrs, first teachers or religious doctrine.

Term II Constantine, the Church teachers of 4th - 6th centuries.

Term III Monasticism, Axtonius, Benedict, Popes Leo and Gregor.

In addition, corresponding to the ecclesiastical seasons, further hymns.

Sunday Gospels.

PROTESTANT RELIGION

Term I	Bible, arising of the canon, writings of the Old Testament. Geography and Palestine. Peoples and religions of former Asiatics. Egyptians, Babylonians, Assyrians, Persians, Philistines, Canaanites. History of the Israelites up to the coming of Moses.
Term II	History of the Israelites up to the downfall of the Northern Empire. The coming of the Prophets (using the Old Testament sources).
Term III	History of the Israelites up to the Babylonian Captivity. The great prophets Isaiah, Jeremiah. Return of the Jews out of Captivity. 3 The Jewish religion of laws. Historical development up to the time of Jesus Christ.

GERMAN

A. GRAMMAR:

Continuing at different periods of time, the individual sections of instruction, however, in close connection: Sentence structure. Subordinate clauses, observed according to the manner of the introducing conjugation, and as parts of the sentence. Punctuation. Review of parts of speech. Constant spelling, special lengthening, abbreviation (shortening), the different s - sounds in the writing. In the stylistic possibilities of the sentence structure, observed from the formal side, synonyms, double meaning words, the working in of feeling on the spoken word. The speech of the people and speech of the high.

B. LITERATURE:

In biographies the ancient culture is brought before the eyes. Influence of the Greek and Roman culture on the German culture. Sagas and customs of home. The material closes with selections from the

reading book and is carried on in connection with the cultural subjects. Discussion and memorizing of poems, also presentation of special dramatic scenes from the poems and reading. Something out of the life of the composer of the poems.

LATIN

After an introductory course on pronouns, separation of hours for reading and grammar. At first two hours -- Reading, later three hours.

Term I	Grammar: Participle, dependent questions and requests.
	Accusative (1-62)
Term II	A.c.i, N.c.i, Ablative (63-110)
Term III	Genetive, future participles, Gerund, Dativi case,
	Prepositions (111-155)
	Reading
Term I	Pictures of Greek World (10)
Term II	Alexander from the Roman world (21)
Term III	From the Roman world (22-30)
	Occasional stories and poetics in Terms II and III

FRENCH

Term I	Phonetics, connection between writing and oral speech. Building of plural. Definite and indefinite articles. Present of - er verbs. Adjective; Beginnings of word order. Counting to 20. In the meantime, introduction to the declension, comparison with German and Latin. Systematic practice later. Negative through ne - pas.

Term II — Present of être and avoir. Interrogative pronouns and various forms of the question. With this, word order which has already been treated earlier in the simplest rudiments. Laws of accent. The allied personal pronouns, possessive pronouns.

Present of - er, and - ir verbs.

Term III — Partitive articles, en and y, the future of forms, including circumscribed forms, counting to the end.

Further negative forms, such with partitive de. The perfect tense.

HISTORY

Term I — History of Greeks to Philip of Macedonia

Term II — Macedonia, Hellenism; Rome up to its World supremacy.

Term III — Civil wars and the time of the Emperors.

GEOGRAPHY

Term I — Mediterranean sea region: inlets, exact observation of these inlets with their many small and large branches. Surface level of Mediterranean lands according to arrangement of adjacent regions. Lowlands. Mountain ridges. Coastal structure. Coastal displacement. Erosian valleys. Advancing coasts. Tranverse valleys. Lengthwise valleys. Kinds of inlets. Valcanic appearances. Climate of this region; its extent in Europe, Asia, Africa. Influences of climate on plants and animals. Old cultural centers: Egyptian, Hellenic, Phoenician, -- Carthagenic, Roman, Arabic. Coast winds, deposits and their distribution over the course of a year. Trade and commerce. Cursory observation of individual lands of the Mediterranean Sea.

Term II — European lands of the Atlantic Ocean. Extent and tributory seas of Atlantic Ocean. Independent rivers. Gulf

Stream: source, course, temperature, power, climatic results. Ebb and flow and their influence on forming inlets and bays. Types of coasts on the Atlantic Ocean. Fjords, fords. High and low coasts, flat coasts, sand dune coasts, and their meaning for trade and commerce.

Term III — Cursory discussion of countries with regard to their surface forms. Climate, Climate on ocean and on continent. Its distribution in Europe. Management. Overpopulation. Real movement of the solar system.

MATHEMATICS

Term I — Geometric concepts. Introduction to trigonometry.

Term II — Reckoning with decimals. Percentage, its application to civil live.

Term III — Trigonometry and coinciding.

BIOLOGY

Term I — Selected examples of plants. Geological principles (formation of coal and brown coal). Most important and simplest things in connection with teaching of the cell and its life. Foreign plants (Mediterranean preferred).

Term II — Foreign plants culture (continued). Lower animals: worms, primitive animals. Working in animal geography, geological principles (formation of coral).

Term III — Review of animal and plant realm (Systematized). Man, especially nervous system and and sense organs. Hygiene in connection with these organs.

MUSIC

Term I — Review of scales. 5th in Major and Minor. Simple song form, deepening to examples of vocal and instrumental art. Distinct observation of notes and pauses. Exercises in listening with small and large intervals. Invention of melody in three parts in different rhythms. Practice in breathing and tone building.

Memorizing of:

"Das Lied vom Rhein", p.10
"Sandmannchen", p.48
"Wanderschaft", p. 82
"Tanzlied im Mai", p. 84
(all from Werle's Liederschatz)

Term II — Chromatic scales. Base clef. Strange time. Broadened form of song (Minuet, Adagio, etc.) Comparison in review of all time. Care for falsettos. Special care of transition.

Memorizing of:

"Dir, Dir Jehova, will ich singen", p.12
"Chor der Knaben aus 'Parsifal'", p. 122
"Ein Jäger aus Kurpfalz", p. 100
"Christkindleins Wiegenlied", p. 32
(all from Werl's Liederschatz)

Term III — Independent directing of songs. Sight singing. Introduction to polyphonic forms. (Imitation, canon, (fugue)) Application of tuning fork. Determining keys according to concert pitch. Independent forming of a polyphonic second voice. Practice for facility (Embellishment).

Memorizing of:

"Aus der deutschen Messe von Schubert", p.26
"Beim Abschied", p. 38
"Sind Blitze, sind Donner", p. 151
(all from Werles Liederschatz)

DRAWING

Illustrating as in preceding classes. More difficult leaves and butterflies. Practice with paint brush.

Free distribution of plane surface in color. Simple ornamental attempts, from forms of nature and art. Exercises in rhythm. Blackboard drawings. Representation of simple flat objects. Examples from works of romanticists, Schwind, Richter. Script and color.

U III A (UNTERTERTIA)

CATHOLIC RELIGION

CATECHISM: Second Main Division broadened
Especially 1, 4, 6, 7 Commandments

Term I 1 - 4 Commandments

Term II 6 -10 Commandments

Term III 5 Commandments of the Church

BIBLE HISTORY:

Term I From Saul to Babylonian (Exile)

Term II From Exile to Christ.

Term III Knowledge of the Bible

ECCLESIASTICAL HISTORY
Biographies from Middle Ages

Term I Missionaries to Ireland and Scotland. Bonifacius, Charles the Great, Otto the Great, Bruno of Cologne. Cologne Art (shrines)

Term II Gregory VII. Henry IV. Alexander III. Frederick Barbarossa. Innocence III. Frederick II. Crusades. Roman Art. Knights of Order.

Term III Bernhard and Cistercians. Hildegard and Franciscans and Dominicans. Scholastics: Albertus Magnus, and Thomas Aquinas. Boniface VIII. Dante. Selected sources. Liturgy: Introduction into the Mass Book.

PROTESTANT RELIGION

Term I Bible. Division, succession, manuscripts, translations, Apocrypha, Story of Jesus. Gospels.

Term II Most important facts of Paul's life according to the history of the Apostles. Spread and victory of Christianity in the Roman World Empire.

Term III Beginnings of monasticism. Missionaries to Germany. Christianity and the Papacy. Crusades. Missionaries to North and East. Ante-Reformation. The "Mary Cult" of the Middle Ages. Ecclesiastical monuments in the German Middle Ages, especially the Roman monuments.

GERMAN

Goal of material: Middle Ages;
Ethical goal: Age of Heroism.

Term I

Pronunciation and vocabulary

The ancient matter in the present speech. Change in sound: sound for letters. Vowel change. Consonant change. Change of sound in dialect.

Sentence and style
Review of syntax and pronunciation

Practice in writing
Description and portrayal. Exercises in the arranging and organizing of material.

Literature:
In connection with the "Lebensgut" Part IV.
The Rhineland (maps in connection with geography instruction and on journeys)
From German history (in connection with history instruction).
Gods and heroes.

Term II

Pronunciation and vocabulary
Cultural history in ways of speaking and in proverbs.
Cultural historical significance of word borrowed from another language.

Syntax, style, writing and literature as above
With that: German land and people. The German language. Storm: Pole Poppenspäler.
Mörike: Stuttgarter Hutzelmännchen.

Term III Pronunciation and vocabulary
Names of persons and places.

Syntax and style
The indirect speech. Tone of word, of sentence, degrees of importance.

Writing exercises and literature as above.
With that: Schicksal und Anteil. Die weite Welt.
Berufstragik.
Raabe: Die schwarze Galeere.
Attention to art: During the whole year observation of monuments of German Middle Ages, especially of buildings and pictures in Cologne.

LATIN

GRAMMAR:

Review of vocabulary necessary for the reading and especially of irregular verbs according to historical aspects. Military affairs, agriculture, house, family, etc., and completion according to plan with the help of etymology and of word formation, together with glances at the French. Handling of synonyms. Review and broadening of instruction in cases. Infinitive and participle, gerund, tense, and questions.

READING:

Term I Caesar Bellum Gallicum V, 8-23; II, 1-33

Term II Some descriptions of life from Cornelius Nepos.

Term III Phädrus "Fabeln".

FRENCH

Term I Reading material (In connection with the French text books by Grund - Neumann, Lesson F) Lessons 2 to 26a. Descriptions out of the life in the city, seasons, weather. Little tales. Recitation: Le corbeau et le renard.
Chant: Malbrough s'en va - t - en guerre.
Broadening of vocabulary in correspondence to the reading. Systematic gathering of vocabulary.

Grammar:
Imperfect. Simple past. Plu perfect. Two conjunctive. Personal pronouns. Comparison. Adverbial modification - Passive.

Term II

Reading material: Lessons 27 to 37a. Descriptions of city and life. Tales, also out of French history. Recitation: Le cigale et la forermi. Song: La ballade du petit navere.
Practice in speaking as above.

Grammar:
Relative pronouns. Substantive possessive pronouns. Disjunctive personal pronouns. Demonstrative pronouns. Word formation. Peculiarities in sound and writing.

Term III

Reading material: Lessons 38 to 40. Descriptions of Paris and tales from French history. Selected chapters from French history and geography. (Reading book, supplement)
Practice in writing as above.

Grammar:
Conditional. Indefinite pronouns. Conjunctions. Grammatic observations, especially connection of French to Latin.

ENGLISH

Term I

Pronunciation Lessons I - VI
Articles, building plural, adjectives, present of to have and to be, prepositions, personal and possessive pronouns, present of to do, progressive pronouns, declension.

Term II

Lessons VII - XIII
Perfect participle, strong verbs, perfect and past perfect, interrogative pronouns, future conditional, German comparison, passive, genitive, relative, pronouns, cardinal numbers, dates, ordinal numbers

Term III

Lessons XIV -XX
Verbs, adjectives, comparison, irregular comparison, plural of substantives, indefinite pronouns, adverbs (formation, comparison)

HISTORY

Term I — From Germanic early times to 1517. Germanic races and their connections with the Romans. Wandering of Germanic tribes, Germanic states on the soil of the Roman empire. Realm of the Franks, Christianity with the Germanic races, Islam, Carolingians, division of the Empire.

Term II — German Empire in its most important representatives, Emperor and Pope. Crusades. Destruction of the power of the empire.

Term III — Army affairs and knights of the Middle Ages. Cities and towns. Hansa. Estimation of Middle Ages in scientific and cultural respect.

GEOGRAPHY

Term I — Africa; short glance at story of its discovery; the sea surrounding this part of the earth. Formation of its coasts. Morphology. Desolate narrow region. Climate: high ledges. Temperature conditions. Trade winds, their origin and significance, climate of continent. Deposits. Extent of forests. Character of plants. Natural trade conditions, hindrances: deserts, table land, unfinished valleys, moving sand, lack of water.

Term II — Arabia as connecting link between Africa and Asia. Desolate region. Formation of coasts. Relation to Africa and Asia. Comparison between Africa and Asia especially. Form of surface, form of coasts, morphological phenomena, polar climate, significance for plants and animals. Government, formation of states, colonial history. Cultural centers. Exchange of wares. Ways of trading. Over population. Emigration.

Term III — Indian and Pacific Oceans. Streams into both seas. Indian archipelago as link toward Australia. Going on to Australia, its elevation, Morphology, forms of coasts, government.

MATHEMATICS

Term I — Arithmetic: Introduction to algebra. Relations between reckoning operations. Series of reckonings. Letters as numbers. The four arithmetic principles with absolute whole numbers. Introduction to equations.
Geometry: Completion of triangle study. Continuation of triangle. Construction of triangles.

Term II — Arithmetic: The four arithmetical principles with relative numbers. Continuation of treatment of equations.
Geometry: Teaching of four sided figures.

Term III — Arithmetic: The four arithmetical principles with fractional numbers. Continuation of teaching of equations.
Geometry: Introduction to circles. Arcs and angles on pyramid in relation of geometry to drawing.

PHYSICS

Term I — Measure, mechanics and temperature peculiarities of bodies.

Term II — Strength transforming and strength producing machines.
Energy concept. Laws of motion.

Term III — Temperature.

MUSIC

Term I — Most important of harmony teaching. The interval. Trios with inversions. Classic examples of more intricate song form. Variation. Passcaglia. Chaconne. Something from the life of Haydn, Mozart, Beethoven, Directing exercises for both hands. Toning of little rhymes and poems.
Memorizing of:

"Das Geusenlied", Music II, p.19
"Prinz Eugen", p. 24
"Die Prager Schlacht",p. 26
"Burschenschaftslied", p. 28.

Term II Main seventh accord with inversions. Trios and seventh accords according to previously played accords. Invention of simple accompaniments. Polyphonic forms in music. Invention. Something from the life of Bach.
Memorizing of:
"Wenn alle Brunnlein fliessen", p.32
"Drei Röslein", p. 35
"Kein Feuer, keine Kohle", p. 36.

Term III Dissonant accords. Application of voices according to previously played motifs. Imitative music. Ballads of Löwe. Foreign folk music.
Memorizing of:
"Liebesscherz", p.58
"Zwei Königskinder", p. 39
"Bauernlied", p.54

DRAWING

In relation to free hand work of students, representation in space according to the object, and from memory. Reproductions of perspective and lights, inquiry of perspective with inside places and with highways, alleys, etc. Reproductions from memory on the blackboard. Painting according to nature and from memory. Sketches, studies of movements, from memory according to former observation. Illustrations of road racers, games, trips; further in relation to the cultural subjects representation of scenes from fairy tales, sagas, ballads, etc., religious and historical material. Further representations in relation with special events: nature, cultural, and technical occurrences.

Plane surfaces in drawing and coloring. Gluing, cutting. Exercises in simple and relative script.

Proportioning and representing simple bodies, dishes and parts of buildings in different views In connection with drawing and painting exercises, observations of works of art.

O III A (OBERTERTIA)

CATHOLIC RELIGION

CATECHISM:

Term I — 1. Main division broadened.
Also explanation of Mass Book by Scholl.

Term II — 3. Main division broadened.
Mass Book by Scholl.

Term III — Construction of Holy Mass. Church Calendar.

ECCLIASTICAL HISTORY
Historical Biographies

Term I — Reformation up to Revolution (Luther, Zwingli, Calvin. Spread of Reformation. Council of Trent).

Term II — Borromäus, Vincent V, Paul. Jesuits. National Church. Mission. Enlightenment.

Term III — Ecclesiastical history of 19th and 20th Centuries. Study of great personalities arising at this time: Napoleon, Pius VII, Oberberg, Stolberg, Sailer, Hofbauer, Ketteler, Kolping, Pius IX, Benedict XV, Pius XI, Cologne confusions, Social questions, Vatican council, struggle with Rome. Missionaries. Orders. Eucharistic Movement.

PROTESTANT RELIGION

Term I — Out of German ecclesiastical history. Mission work. German Middle Ages, Papacy, Renaissance, Humanism, Reformation, Luther, Zwingli, Calvin.

Term II — The realm of God. The sermon on the Mount. The Church hymn (historically).

Term III The church hymn (continued)
Eccliastical history. Counter-Reformation up to Enlightenment.

GERMAN

Term I Drama: Der Traum ein Leben (Grillparzer), also the text of the Zauberflöte.
Novelle (short stories): Wildenbruch - Das edle Blut, Kindestränen.
Grammar: Florstedt - 32-34.
Construction of words.

Term II Short Stories: Immermann - Oberhof. Storm -- Schimmelreiter. F. Th. C. Hoffmann -- Fräulein von ( )
Grammar: Florstedt 21-25. Science of meaning of words.

Term III Epic: selections from Homer, Iliad and Odyssey.
Grammar: foreign words and pure German words. Florstedt -- 39-42.

During all terms supplying selections and poems from Lebensgut. Use of these pictures for observation of art. Continuing: review of (sentence connections). Observation of dependent sentences for form, grammatical and logical content.

LATIN

Term I Regular review: Teaching of moods, indirect discourse, participial constructions.

Term II Grammar review: Gerund, gerundive, consecutive sentences, indirect questions, Caesar VII (Selection)

Term III Grammar review: Reading -- Phädrus "Fables", Wolf and Lamb. La Fontaine. Wolf and Crane. La Fontaine: "Le Loup et la Singe". The Stag at the Spring, Le Renard et les Raisins, Le Renard et la Cigogne, Le Cerf se voyant dans l'eau, Fuchs und Rabe. Le corbeau et le renard.

FRENCH

Term I — Section 42-47
Vercingetorix up to Crusades.
Grund-Neumann: Lehrbuch der französisch Sprache.
Also from C: 71 The elements of the French nation.
C: 72 The beauty of France

Term II — Section 48-52a
Hundred Years War to Peace of Westphalia
Also C: 73 Normandy
C: 74Brittany

Term III — Section 53-57
Louis XIII up to French Revolution
Also C: 80 Morning at Paris
C: 81 Paris seen from the heights of Montmartre.

Grammar:

Term I — Auxiliary verb, use of tenses, Plural.

Term II — Adverb and pronoun.

Term III — Subjunctive

Exercises in connection with this material in the exercise book.

Poem: Le loup et l'agneau.

ENGLISH

Term I	Linke-Schad: Lehrbuch der englischen Sprache. Reading about land and people 1-5. Section 23-27. Oldest time up to Norman Invasion.
Term II	Reading as above 6-10. Sections 28-30. English Middle Ages.
Term III	Reading as above 10-16. Sections 31-35 History up to Cromwell.
	Grammar:
Term I	Conjugation, progressive form, passive, auxiliary "to do"
Term II	Order of words, models, use of tenses, subjunctive.
Term III	Infinitive, gerund, verbal noun, participle.
	Poems.

HISTORY

Term I	Discoveries, Renaissance, Humanism. Political government, social and religious state of Europe about 1500. Reformation and Counter-reformation.
Term II	Thirty Years War. Time of Absolutism. Ludwig XIV. Battles of the Rhine. War with Turks. The Great Elector, Friedrich Wilhelm I. Friedrich II. State, government, society, religion in period of Absolutism. Spiritual tendencies in Age of Enlightenment.
Term III	Wars of Independence (Revolution) in North America. French Revolution. Age of Napoleon. Prussia's fall and rise. Wars of Independence. Congress of Vienna.

GEOGRAPHY

Term I	Western Continent, short comparison between

continents of west and east. The bordering oceans, Arctic and Antarctic. Construction and coasts of America. Geological observation.

Term II — Climate of America, tropical lands in relation to other tropic lands of the earth. Governmental, political, cultural relations of America to Europe, especially to Germany. Main lines of world trade.

Term III — Great Political Units of America: British North America, United States of America, Central America, South America -- Brazil, Argentine, and their history.

MATHEMATICS

Term I — Circles. Equation 1. Powers with a quantity with examples out of practical life. Geometry. Drawing. flat bodies.

Term II — Equations 1. Powers with several quantities. Geometry. Drawing: simple sloping bodies. Graphs, linear function (the linear function as a direct line.)

Term III — Powers with positive whole exponents. Representation of the function $Y = X^{n2}$ for positive whole numbers of n. Surfaces. Square root.

PHYSICS

Term I — Magnetism, Electricity

Term II — Electricity (continued)

Term III — Mechanics Part II Motion. Accoustics.

MUSIC

Term I — Historical folk song. Development of written notes.
Memorizing:
"Von der Kriegsleut orden",Music II, p.11

"Landknechtslied", p.14
"Herzlich tut mich erfreuen", p.42

Term II The Hymn. Song of 17th Century. The Suite. Prelude and fugue.
Memorizing of:
"Ein feste Burg", p. 70
"Allein Gott in der Höh sei Ehr", p.94
"Du mein einzig Lied", p.49

Term III Song of 18th Century. Transition style in piano music. Tempering (in connection with physics instruction.)
Memorizing of:
"Die Ehre Gottes in der Natur", p. 138
"Die Zufriedenheit", p. 135

DRAWING

Practice in perspective, drawing according to object: footstool, chair, table in corner of the room; with simple objects: dishes, boxes, books, etc. Distant parts of buildings, fish, birds, simple landscapes. Also reproductions from memory. Technique with charcoal, lead, Indian ink and color (Pastel and watercolor).

Continuation of illustrating as in U III, distant street scenes, games, etc. Decorative writing in compositions. Exercises on blackboard. Observation of works of art of late Middle Ages: Renaissance, baroque, rococo, foreign influences and their impressions on German art.

Lineal or geometric drawing: Introduction to projection. Drawing from ground, from above, from side, and oblique projections of prisms and pyramids, as well as their application in joints and simple furniture.

SHORT-HAND

Term I	Symbols	1-7
Term II	S-sound and endings	8-14
Term III	Special distinctions	15-20

U II A (UNTERSEKUNDA)

CATHOLIC RELIGION

Term I — Instruction about the Church: Appointment, Hierarchy, Millennium, Offices of the Church, Ecclesiastical function and Infallibility, sources and rules of Faith, Priests, and Pastors.

Term II — Attributes and characteristics of the Church. Reality, unity, holiness, world revival through the Church, Catholic, Apostolic.

Term III — Faith in God, Soul, Christ. Also Ecclesiastical history of 19th and 20th centuries, prominence of great personalities: Napoleon, Pius VII, Oberberg, Stolberg, Sailer, Hofbauer, Ketteler, Kolping, Pius IX, Leo XIII, Pius X. Benedict XV, Pius XI, Cologne confusions, social questions, Vatican Council, Prussia and Bismark struggle with Rome, Missionaries, teachings of orders, Eucharistic movement, World War, Acts of the Apostles throughout the year.

PROTESTANT RELIGION

Term I — Sections of ecclesiastical history of 19th and 20th centuries. Protestant Church organization. Ecclesiastical club life. Gustavus Adolphus club and others. Home and foreign missions, inclusive of the social work of the Church. Social duties in public life. Free Churches, sects. Brief instruction on church as introduction to spiritual life. Reference to religious matter in newer literature and plastic art, especially in religious lyric, music, painting.

Term II — Definite questions of morality and world -- philosophy as explanation of moral -

religious consciousness, with every possible reference to the New Testament, that is, to the Words of Jesus and the passages concerning Paul. Discussion of important questions of Faith, Faith and knowledge, Bible and science, materialism, atheism, theism. Organization of divine service, knowledge about church, ecclesiastical year.

LATIN

Grammar: Occasional review of accidence and syntax, these in comparison with ways of expression in the Mother tongue and the two modern foreign languages known to the student. Accidence: irregular verbs, verb anormalies, use of indicative and subjunctive, adverbial dependent clauses, use of cum, dum, at, ne, Stylistic peculiarities of Latin tongue.

Term I — Reading: Roma Alterna I, selection
Sallust "Bellum Catalena",
Cicero "Die Officies"

Term II — Ovid "Metamorphosen" and "Fosti"

Term III — Something of natural history of the older Pliny.
Selection from the letters of the younger Pliny.

FRENCH

Term I — Review of syntax. verb, article, adjective, substantive.

Term II — Review of pronouns and word order.

Term III — Stylistic exercises in the relations of a sentence, forming of main dependent clauses, derivation of words.
Reading: L'ancien règime et la rèvolution par Tacqueville. Chapters are especially considered which concern the economic and social bases of the Revolution.

ENGLISH

Term I	England of Today, passages 17-22 Grammar: Article and substantive with corresponding exercises, and detached sentences in the text book.
Term II	History and its Great Men, passages 36-41. Grammar: Adjective and pronouns up to interrogative, as above.
Term III	The British Empire and the United States of America. Grammar: The rest of the pronouns. Prepositions and conjunctions, as above. All through reading, the corresponding translation passages.

HISTORY

Term I	From 1789-1850
Term II	From 1850-1907 (Algeciras)
Term III	From 1907 -- today, including the most important things about form of government and citizenship.

GEOGRAPHY

Term I	Central Europe, including Austria, with view of the States bordering southeastern Germany. Then South Germany.
Term II	Central Germany with view of Northern States. (Economic education). The causative relation is to be kept in view. Then Germany's share in World trade and commerce.

MATHEMATICS

Term I — Arithmetic: Powers with negative whole exponents.
Function of $Y = X^2$ for negative whole numbered value from hyperbole curve.
Graphic solution of equations.
Geometry: Proportional of distances. Radiating points. Analogies. Application to circles. Practical applications: maps, building plan. Analogy of triangle.

Term II — Arithmetic: Reckoning with logarithms. Quadratics. The common concept of root. Root equations. Exponent and logarithm function. Comprehension of and reckoning with logarithms.
Four figure logarithm tables.
Geometry: Proportional with circles. Middle proportionals of two distances. Finding the side of a regular polygon. Area of a regular polygon.

Term III — Arithmetic: Logarithms. Quadratic equations with one unknown.
Geometry: Circumference and area of a circle. Computation of simplest bodies.
Geometrical drawing: in relation to solid geometry. Simplest bodies.
Drawing of curves: $Y = X^n$; $Y = \sqrt{X}$, $Y = \log. X$.

GERMAN

Understanding of drama and short story. Phonetic change, style, applications of German language.

Term I — Short stories 1 and 2: Keller, "Die drei gerechten Kammacher" "Kleider machen Leute".
Phonetics: Florstedt II, paragraphs 5-20
Names: paragraph 7

Term II — From leading short story to leading Drama: Grillparzer: Weh dem, der lugt. Then Kleist: Prinz von Hamburg. In connection with emphasizing the principal thoughts in this piece, Schiller's "Glocke" is taken up. With it is compared Eichendorff's "Taugenichts"

for characteristics of classic and romantic views of life.

Term III — Continuation of observation of literature, emphasis - Hauptmann - "Die Weber". Style: Florstedt paragraphs 1-4, 48-57. Also pieces and poems from Reading Book. Consideration of the pictures in the book and the artistic style represented in them.

PHYSICS

Term I — Instruction on light. Reflection. Computation. Mirrors. Lenses. Telescope. Microscope. Projection apparatus. Photo apparatus. The eye. Colors of the spectrum and of bodies.

Term II — Biology: The cell

Term III — Man: skeleton. Nourishment - Breathing - Circulation system. Hygiene.

CHEMISTRY

Term I — Chemical processes. Combustion. Oxygen, water, hydrogen, general chemical concepts and laws. Air.

Term II — Cooking salt, halogen, sulphur, carbon

Term III — Nitrogen, lime, iron, carbohydrates, fats, fermentation.

MUSIC

Term I — Folksong (variation and corruption).
The classic sonata.
Haydn, Mozart, Beethoven.

Term II — Beethoven's 3rd and 5th Symphonies.
Composition of the orchestra.
The score.
Knowledge of instruments.

Term III — Weber's "Freischütz"
Songs of Schubert and Schumann

Late Romantics
The human voice
Songs are not offered, since the class is not in possession of books.

DRAWING

Perspective exercises: Interiors, parts of drawing room and the meadows. Pen and pencil drawings of birds, heads of animals, plants, simple still life, sketches of simple landscapes. Painting nature and art objects, table drawing, black and white surfaces, drawings in water-colors, linoleum patterns, and decorative script. Art observation as in O III, but in relation to 19th century and art tendencies of the present. Artistic expression in the specific techniques and artistic professions. Visits to museums and visits to exhibitions and buildings.

Linear drawing: cylinder, cone, models of these forms. Rivets, cupboard, funnels, simple parts of machinery.

O II A (Obersekunda)

CATHOLIC RELIGION

Term I — Christ, the Person. Work. Authenticity and genuineness of the Gospels. Jesus, Human and Divine. Heresy over Person of Jesus. Nestoruis Eutiches. Mary. Redemption. Paul and Christology. If possible, reading of the Gospels of Matthew or Luke.

Term II — Grace. Sacrament. Concept of grace. Unity of grace, redeeming grace. Sacraments. Perfection.

Term III — History of the Church in antiquity and Middle Ages up to Innocence III or Boniface VIII.

PROTESTANT RELIGION

Term I — Introduction to religion and its physical world.
Religions of antiquity as leading into the Jewish and Christian religion. Primitive religion. Egyptian religion, Babylonian, Persian, Greek, Roman religion, Symcretism, Platonism, Neo Platonism, Islamism, Germanic religion, Indian religion, Chinese, Japanese Religion.

Term II — The religion of the Old Testament. Jesus and His Gospel. Paul.

Term III — Rise of old Catholic Church. Ecclesiastical history up to late Middle Ages.

GERMAN

Term I — Early Germanity. Sagas of Freysgoden Herafukel. Old High German monuments. (Lesebuch) Middle High German Lyric (Lesebuch). Keller "Hadlaub".

Hauptspiel (Rounding off picture of flowering knighthood.
Middle High German epic (Lesebuch).
Nibelungen material in the Edda in court epic form, in folksong, by Hans Sachs, Hebbel.

Term III Declining Middle Ages, Renaissance, Baroque Art according to examples of Lesebuch.
Hebbel, "Agnes Bernauer".
C. F. Meyer, "Die Versuchung des Pascara".

LATIN

Term I From Caesar -- Gallic War.
Sections about the Germans (from Roma Alterna I)
Tacitus Germania (Selection, Annals I and II)

Term II Monumentum Ancygramm. In selection:
Virgil (Aeneas).

Term III Cicero (Philosophical Writings)
Sallust (Catalina)
Inscriptions (especially Rhenich inscriptions)
Grammar: Review of syntax especially cases.
Goal: Direct attention to influence of Roman language and culture.

FRENCH

Term I History of France. Gallic and Frankish developments of French Language. Knighthood.
The Goths. French society in the time of the Goths.
Reading: La société française dans le temps de la gothique.

Term II History of France from Middle Ages until Louis XIV.
Reading: Gobineau, Renaissance.

Term III The age of Louis XIV. Molière.
Reading: (A comedy by Molière.)

ENGLISH

Term I Sutton, The Growth of Modern Britain.
The selections: Survey of English history.

English form of government. Ecclesiastical circumstances.

Term II Sutton: Legal and social affairs.
Dickens: Christmas Carol.

Term III Galsworthy: Strife (The social question in the present).

HISTORY

A. Antiquity

B. From early Germanic times until death of Staufer.

Term I a. Prehistoric man.
b. The Orient (Relation to the West)
Greek history: art, education of youth to age, city, state, Pericles, Civil War, Hellenism.

Term II Roman history: Rome and the Province of the Rhine. Old Rome, World Empire. Fall of the Republic, the Roman Emperors. Early Germanic time: Fall of ancient world, migrations, new foundations on Roman soil. Chlodwig. Charlemagne. Islam, Ostram, Papacy.

Term III The German Realm up to the death of Staufer. Introduction to the art of the Rhenish Middle Ages.
Dukedoms, fiefs. Ottas. Henry III. Henry IV. (Gregor). Staufer. Crusades. Domestic economy. Culture. Scholasticism. Mysticism. Art. Colonization of the West. Hanseatic League.

GEOGRAPHY

Term I Determining size and form of the earth. Investigating the inside of the earth. The rocky covering. Historical geology. Elements of knowledge of the sea.

Term II The atmosphere. Climate. Weather. Forms of earth surfaces. Geological forces, inner and outer forces and their effect.

Term III Plant world. Animal world. Zones. Mathematical knowledge of earth and heavens. Maps.

MATHEMATICS

Term I Arithmetic succession I. Order and geometric succession (including infinite geometric succession).
Slide ruler. Comprehensive review of linear and quadratic functions.

Term II Trigonometry functions. Simple triangle work, with surveying (sine and casine).
Form of general equation 2.
Degrees (conic position sections)
Whole rational functions.
Mensuration of solids (continuation and broadening of U II material)

Term III Compound interest and interest problems with domestic economy. Trigonometric curves (together with concept of periodic functions).
Trigonometry -- Addition theorems with simplest applications. Rational functions and differential quotient.

PHYSICS

TERMS II and III The absolute and technical system of measures. Problems of mechanics and heat.

BIOLOGY

Until Autumn: Evolution. Heredity.

MUSIC

Term I Music of antiquity. Tone system, pitch, accoustics.
Music of Christian Church. Place of music in the Catholic worship. (Mass. Requiem)
Examination of Mass "Octavi toni" by Orlando di hasso.

Term II The Minnesingers. The spiritual folksong. Examples of older organ, piano, and chamber music up to Handel and Bach.

Term III Selections from Gluck's operas. The idea of the music drama in the Renaissance opera and in Gluck's opera. Examination of Gluck's "Iphigenie in Aulis".

DRAWING

Drawing and painting in the school building, (inside), in the schoolyard and the open air (buildings) on the Rhine, in the harbor, sketches of living beings (studies of motion) from models. Face, ear, hand, foot. Paintings from forms of art and nature. Surfaces in stylistic forms. Gothic letters, linoleum patterns. Exlibris posters. Artistic photographs. Art observation of works of art of antiquity, of old Christian time and of the Middle Ages. Roman, Gothic, Renaissance art. Most significant painters of this time, above all the German painters of the Cologne school up to adürer and Grünewald. Comparisons of German and foreign art. Visits to museum.

Line Drawing: Introduction to painting perspective.

U I A (UNTERPRIMA)

CATHOLIC RELIGION

Term I	God's existence and Being. Natural and supernatural recognition of God. Monism and Materialism. Soul. Animal and human souls. God: the revelation -- attribute of God. The Trinity.
Term II	God as Creator and Preserver. Thoughts of development. Six days Creation. Supernatural order. Fall by sin. Original sin. Return of creatures to God in divine ordinance. Salvation and sanctification. Perfection of man and mankind.
Term III	Ecclesiastical history. Innocence III and Bonifacius VIII to French Revolution.

PROTESTANT RELIGION

Term I	Ecclesiastical history up to Reformation.
Term II	Luther's "Von der Freiheit eines Christenmenschen" Ecclesiastical history: The Reformation, Luther, Zwingli, Calvin.
Term III	Council of Trent. Counter-Reformation. From Orthodoxy to Enlightenment.

GERMAN

Term I	Grammar: Observations with regard to philology. Essays of significant philologists (in addition to the "Neue deutsche Sprachlehre" by Florstedt - Stieber, Part III.) Style: In constant connection with reading and in relation to the grammar. Speaking exercises: free discussions, especially hours for debates.

Literature: Examinations of baroque poetry. Klapstock's 45 Odes. Age of reason. Descartes. Meditations.
Lessing: "Minna von Barnhelm", "Emilia Galotti".
Poems in addition to the "Gefährte"
Scientific literature: Selected sections from the philosophical reader by Sachmann (published by Ehlermann).
Art observation: Painting, architecture, sculpture, music, theatre: at times in addition to the reading.

Term II — As above.
Literature in addition:
Schiller: "Die Räuber", "Kabale und Liebe", "Wallenstein", "Braut von Messina".
Schiller's views on art, selected from Meyer - Benfey (Diesterweg).

Term III — As above.
Literature in addition:
Goethe: "Götz","Iphigenie", "Faust" I and II, "Italienische Reise".

LATIN

Term I — Livy, Selections from Books XXI - XXIII

Term II — Continuation up to October. Roman elegiaco.

Term III — Cicero, selections from his philosophic writings.
Virgil, selection; Book 6 according to Norden.

FRENCH

Term I — Racine. Phedre. Classicism. Rationalism of the French in art and literature. Descartes and the French tragedies.

Term II — Jean Jacques Rousseau. The distinction between the 17th and 18th centuries. The idea of the 18th century paving the way for the Revolution. The art of the 18th century as an expression of the spirit of the times. Rousseau and his significance for literary development.

Term III — Romain Rolland: Danton. Development of political ideas in the Revolution. The Revolution in its significance for France and Europe. The value of the Revolution in France of former times. Place of Rolland in modern spiritual life.

ENGLISH

Term I — Sutton: Growth of Greater Britain
1. Development into the English nation.
2. Development into World Empire
3. Moral and material foundations of the Empire.

Term II — Shakespeare's art in contrast to French drama. Shakespeare and German literature.

Term III — Shaw: Major Barbara.
Church and religion in England. Shaw's social views. English and European socialism.

HISTORY

Term I — Saxon Emperors up to 1500. Culture of this time. Economic, judicial, social characteristics. Movements for reform in religious and civil jurisdiction. Development of national thought in States of West.

Term II — 1500--1740. Religious revivals. Reformation and Counter-Reformation. Struggle for supremacy in Europe. England's War of Independence and struggle for colonial supremacy.
Absolutism in its various forms. Machiavellism, Weckantilism.

Term III — Bradenburg, Prussia's development and its struggle and attempts at expansion in the east and southeast Americas. Struggle for independence and democratic government.
French Revolution: human and civil rights, fall of feudal states. Napoleon's political regime, his activity on the province of inner administration. Stein-Hardenberg government, territorial division of Europe and the new situation of Germany after the Vienna Congress.

GEOGRAPHY

Term I	The English Empire, economically in relation to geologic, provincial, climatic characteristics.
Term II	The inclosed North American province, economic situation and raw products on the same basis as before.
Term III	France and its colonies. Holland and its colonial territories. Attempts at colonization in East Asia.

MATHEMATICS

Term I	Completion of plane trigonometry. (Practice lessons) Analytic geometry of straight lines and circles. Connection with history through the founders Descartes and Fermat (17th Century), also a new time in mathematics. Construction of the range of numbers from the positive whole up to the complex number. Connection with history.
Term II	Introduction to differential calculus and differential quotient, its geometric and physical significance. Application to rational functions. Instruction on equations.
Term III	Solid angles, spherical trigonometry. Conic sections.

PHYSICS

Term I	Magnetism and electricity.
Term II	Electricity (continued).
Term III	Conclusion of electricity. Signifus. System of the heavens with laws applying to it. Distance, size, physical peculiarities of heavenly bodies.

CHEMISTRY

Term I	Gases (the non metals); oxygen; combustion.

Synthesis. Analysis. Hydrogen. Osmosis. Compounds with chemical transposition. Sulphur, oxygen and salt compounds. Atomicity. Thermo chemical processes. Halogen. Nitrogen and its compounds. Scientific fertilizer. The significance to the economical status of the people of the chemical industry.

Term II — Chemistry of phosphorous, carbon, inflammable matter. Fossil carbons and their carbonization. Ridding carbons of gases, liquefying carbons. Significance for Germany's economic life. Silicum and silicates. Colloidal, electrolytic dissociation. The alkali metals. Germany's salt beds. Nourishment of plants.

Term III — Earth alkalis. Cement and porcelain making. Iron and metals of the iron group. Alluminum, lead, copper. Hydraulics. Metals of the earth. Radio activity. Construction of the atom. As biological chapters are inserted: protecting of the blood, immunity and innoculation, chosen chapters out of hygiene instruction. In relation to geography and geology, many opportunities are offered in examination of the individual elements.

MUSIC

Term I — Locheimer Liederbuch. The folksong about 1530. Music in Protestant worship, especially at the time of Bach. Examination of Bach's "St. Matthew Passion".

Term II — German opera in 17th and 18th centuries. Examination of Mozart's "Entfuhrung". Music at the courts of Ludwig XIV and Queen Elizabeth of England.

Term III — Examples of song of 17th and 18th centuries. Music at the court of Frederick the Great. The former of instrumental music of Bach and Handel.

DRAWING

Freehand drawing of nature and works of art in architecture and sculpture, on the river, loading and un-

loading of ships, etc., old German Church, Cologne on the Rhine, Rhinish Museum. Figurative drawing. Sketches and paintings of nature and forms of art (flowers in vases). Drawing in natural history museum. Landscapes in stylized forms. Linoleum patterns. Applied writing: posters, light etchings. Artistic photographs. Observation of art. Baroque, rococo, and classic art, especially in German art.

Specimens of art of Netherlands up to Rubens and Rembrandt. Pious influences are especially to be noted. Native art and its peculiarity clearly brought forth. Visits to Museums and exhibitions.

Linear drawing: Instructions in painting perspective and in shadows.

Ober I A (OBERPRIMA)

CATHOLIC RELIGION

ETHICS

Term I — The moral and Christian personality. Philosophic basic questions. Moral principles, freedom, law and conscience.

Term II — Selected chapters on special ethics: Distinct duties toward God. With the Fourth Commandement: Authority, church, Youth Movement, state and family.
With the Sixth Commandment: Sex problems, marriage.
With the Seventh Commandment: socialism, capitalism, society. Personal duties toward body and spirit: education, vocation, sports, nutrition, clothing, dwelling.

Term III — Ecclesiastical history: From the French Revolution to the present.

PROTESTANT RELIGION

Term I — Questions of the present: Church and war. Christendom and state.
Ecclesiastical history up to 19th century.

Term II — Roman Letters. Ecclesiastical history: Catholic and Protestant Church in 19th century.

Term III — Faith and life. Religion in the light of present philosophy.

GERMAN

Term I — Romanticists and young Germany. Brentano, Kleist, Grillparzer, Heine. With that, lyrics from "Gefährte".

Term II — Realism, naturalism, expressionistic art, Hebbel, Ludwig, Keller, C. F. Meyer, Storm, Ibsen, Hauptmann, G. Kaiser.

Term III General view of literary tendencies of 19th and 20th centuries. Also lyrics.

LATIN

Term I Horace. Terence Adelphi.

Term II Selections from Seneca's Philosophy.

Term III Tacitus. Tiberius. Teubner. Selection.

FRENCH

Term I Colonial France (Diesterweg)
1. Development of French colonial realm.
2. Comparison of English and French colonial policies.
3. Features of France's colonial policies.

Term II Poems. Lamartine, Hugo, Vigenz.
The French Romanticists and German literature.
Taine: Napoleon and the French State of his day.
Napoleon and French literature.
Taine's Milieu theory and Naturalism.

Term III Jules Romain: the dictator.
Romaine and tendencies in modern French literature.

ENGLISH

Term I Curtis: Problem of the Commonwealth.
1. Nationalism in England.
2. Concept of freedom in England.
3. Government of England today.

Term II England's social development from 1800 to the present day.
Galsworthy: Strife
The work movement in England and its significance for Germany.
The Gentleman ideal.
Comparison of social dramas of Galsworthy and G. Hauptmann.

Term III Problems of the British Empire

The English Imperialism
Difficulties (inside and outside) of the Empire.

HISTORY

Term I	French Revolution, Napoleon, Vienna Congress. Restoration and Revolution 1848.
Term II	1848 to 1914. National, constitutional, social and colonial questions.
Term III	World War and present conditions. League of Nations.

GEOGRAPHY

Term I	Germany, the heart of Europe in economic, especially trade economic, social, and political relations. Historical geology; building on this the present surface form of Germany.
Term II	German provinces.
Term III	Germany's world commerce and world trade, proceeding from its products.

MATHEMATICS

Term I	Comprehensive analytic and synthetic treatment of conics. Constructive review of solid geometry. Application of spherical trigonometry. Astronomical problems.
Term II	Review of arithmetic and geometric succession, interest and income. Maximum and minimum, development of series. Simple cases of integration.
Term III	Glancing back with historical and philosophical points of view.

PHYSICS

Until Autumn:	Selected Chapters on Mechanics, waves, accoutics.
After Autumn:	Electrodynamics, part II. Induction, electric machines, wireless. Cross-sections. Physics under universal points of view.

CHEMISTRY

Term I	Halogen compounds. Alcohol, oxidation products of alcohol. Fats. Ether. Their significance for technical ane economic life.
Term II	Carbohydrates, construction and significance for farming and nourishment. Artificial silk. Paper making. Albumen, provisions, nutriment. Chosen chapters from history.
Term III	Annular or aromatic hydrocarbons and their descendents. Nitro compounds and amido compounds. Organic pigments. Introduction to important divisions of physiological chemistry and of means of subsistence.

MUSIC

Term I	Classicists. Sonatas and symphonies. Examination of Beethoven. Pastoral Symphony.
Term II	The Romanticists. The song in the 19th century. Symphonic poetry. Examination of Wagner's "Parsifal".
Term III	New period. Examination of Brahms' Requiem.

DRAWING

Drawing out of doors and painting from nature and imagination. Drawing of works of art, and in historic buildings and churches. Figure drawing and portraiture. Sculpture. Graphic art. Linoleum patterns. Etching and engraving. Observation of art. Reawakening of German painting in the 19th century. Art tendencies of the present. Sketching as in U I.

B. THE GERMAN AND FOREIGN LANGUAGE LITERATURE READ IN THE FIVE UPPER CLASSES OF THE STÄDTISCHES GYMNASIUM AT KÖLN.

Städtisches Gymnasium in der Kreuzgasse zer Köln

Jahresbericht für das Schuljahr 1928-1929

Cologne 1929

Kölner Görres-Haus

(Translated from the original German)

GERMAN:

O I

Schiller: Wallenstein, Braut von Messina, Über naive und sentimentalische Dichtung (Selection)

Goethe: Iphigenie, Tasso, Faust (Selection), Hermann and Dorothea

Later lyric poetry

The Romanticists:

Kleist: Prinz von Hamburg
Hebbel: Agnes Bernauer
Maria Magdalena
Otto Ludwig: Der Erbförster
Ibsen Ein Puppenheim
Hauptmann: Die Weber

Investigations of Poetry and Theory of Naturalism

Hoffmannsthal: Der Tod und der Tor.

The great story tellers of the 19th century.

O. Ludwig)
Storm) according to choice of scholars
Keller) in individual discussions
Meyer)

Examinations of the lyrics of 19th and 20th centuries from the reader "Der Gefährte".

U I

Poetry of Klopstock

Lessing: Minna von Barnhelm, Emilia Galotti, Nathan der Weise, Laokoon

(in addition the Laokoon group in art literature from Winckelmann to Justi; essays on art from the prose book "Deutsche Kultur")

The bourgeois drama to the end of the 19th century

Schiller:	Kabale und Liebe
Hebbel:	Maria Magdalena
Hauptmann:	Die Weber
Shakespeare:	Hamlet, King Lear
Lessing)	
Herder) :	on Shakespeare
Goethe)	

Storm and Stress (especially with Goethe, up to 1786)

O II

Old German poetry up to the 17th century from the book -- "Lebensgut aus germanischer und Altdeutscher Zeit". Prosepieces of Reader.

Besides that:

Scheffel:	Ekkehard
Keller:	Hadlaub
Wagner:	Der Ring der Nibelungen
	Die Meistersinger
Ibsen:	Nordische Heerfahrt
Goethe:	Hans Sachsen poetische Sendung
	Götz von Berlichingen.

U II

Schiller:	Jungfrau von Orleans
	Die Glocke

Political and patriotic poetry of the 19th century:

Kleist:	Hermannsschlacht
Storm:	Die Söhne des Senators
	Der Schimmelreiter
Eichendorff:	Aus dem Leben eines Taugenichts

O III

Schiller:	Wilhelm Tell
Grillparzer:	Weh dem, der lügt
Droste-Hülshoff:	Die Judenbuche
Raabe:	Die schwarze Galeere
Outside Reading:	Hauff's "Lichtenstein"

LATIN:

O I

Horace:	Satires and Epistles
Catullus:	Songs to relatives, friends, and enemies. Love lyrics
Tacitus:	Annals: Personalities and cultural circumstances from the time of Tiberius and Nero
Seneca:	Letters to Lucilius

U I

Virgil:	Aenid (Selections)
Tacitus:	Annals and narratives (History of Germanics) besides sections from Florus, Velleius Paterculus, Ammianus Marcellinus (Selection)
Horace:	Odes, especially Roman odes.
Cicero:	Philosophical writings (Selection from Harder) Somnium Scipionis.

O II

Cicero:	Pro Archia
Sallust:	Catalina (Selections)
Cicero:	First Speech to Catalines (cursorily)
Tacitus:	Germania (selection)

Martial (Selection)

U II

Selection from Ovid's Metamorphoses
Cicero's Speech -- Pro Archia poeta
Selection from Livy Book 21.

O III

Fables of Phaedrus
Selected letters from Pliny
Selection from Ovid's Metamorphoses.

GREEK:

O I

Aeschylus:	Orestes (in translation)
Sophocles:	Electra, Euripides, Trojans
Plato:	Republic (choice)
Homer:	Choice from Iliad and Aristophanes: Frogs - in translation)

U I

Homer:	Iliad, Cantas 1-12 in selection
Sophacles:	Antigone
Plato:	Republic (selection in Wissmann)

Sections from Aristotle's Political Science (Wilamowitz)

O II

Odyssey, 2nd half (selection)

Heredotus:	selected stories
Sophocles:	Electra
Plato:	Apologia

U II

Odyssey, 1st half (selection)
Chosen sections from Lukian and Dion of Prusa.
Fables of Aesop, and life of Aesop.

O III

Selected sections from Xenephon: Anabasis

FRENCH:

O I

Jaurès: Revolutionary Portraits
Taine: Napoleon Bonaparte (abridgment)
Labiche: Voyage de Monsieur Perrichon

Poems

U I

Tocqueville: The Ancient Regime and the Revolution
Mérimée: Vision of Charles XI

Poems

O II

Choice of: Nouvelles Modernes, 3 volumes

Poems

U II

D'Hombres-Monod: Biographies of Illustrious Men.

O III

Lavisse: Stories of the history of France.

ENGLISH:

O I

Bernard Shaw: Saint Joan
Sander-Cliffe: England

Poems

U I

Jerome: Three Men in a Boat

C. ENGLISH LITERATURE IN GERMAN SECONDARY SCHOOLS

(Translated from the original German)

Städtisches Realgymnasium Köln - Deutz:

U	II	A:	Material from the Reader by Lincke. Short stories and Anecdotes (Diesterweg)
U	II	B:	Jerome: Three Men in a Boat
O	II	A:	Collar: Social History of England Galsworthy: Strife
O	II	B:	Tennyson: The Idylls of the King Shakespeare: Roman dramas - a. Julius Ceasar, b. Antony and Cleopatra. Various authors, Pearls of English Humour.
U	I	A:	Shakespeare: Macbeth Curtis: Problems of the Commonwealth Marcus: Newest English lyrics.
U	I	B:	König: A Survey of India Today. König: British Policy in Egypt English Philosophical Speculation Shakespeare: Julius Caesar Poems.
O	I	A:	Curtis: Problems of Commonwealth Thomas Hardy Reader A Survey of India Poems from Aronstein
O	I	B:	Shaw: St. Joan Curtis: Problems of Commonwealth Poems from Aronstein, Selections.

Städtisches Gymnasium and Realgymnasium

in der Kreuzgasse

zu Köln.

Gymnasium:

O I: Bernard Shaw: Saint Joan
Sander-Cliffe: England
Poems

U I: Jerome: Three Men in a Boat

Realgymnasium:

O I 1: Shakespeare and the England of Shakespeare
Shakespeare: Julius Caesar
Galsworthy: The Apple Tree
Outside Reading: Irving-The Sketch Book
Poems

O I 2: Galsworthy: Short Stories
Galsworthy: Strife
Selections from the Manchester Guardian
A Survey of India today
Poems

U I 1: J. R. Green: The England of Queen Elizabeth
Shakespeare: Julius Caesar (extract)
Macaulay: London in 1685.
Outside Reading: Siely-Expansion of England

U I 2: Shakespeare: Julius Caesar
Green: Queen Elizabeth
Wells: A Short History of Modern Times
Poems

O II: Dickens: Christmas Carol
Monthly Review
Poems

U II 1 & 2: Finnemore: Social Life in England

O III 1 & 2: Fairy and other Tales

Deutsches Kolleg

Obergymnasium and Oberrealgymnasium

Private Preparatory School

Gymnasium:

O I: Wilde, An Ideal Husband
Shaw, Caesar and Cleopatra

U I: Wilde, The Happy Prince
Stevenson, The Bottle-Imp.

O II: Wilde, Lady Windemere's Fan.

Realgymnasium:

O I: Shakespeare: As You Like It, Julius Caesar.
Selected chapters from Seeds and Fruits.
Examination of English lyrics from Woodsworth to Tennyson.
Outside Reading: The Union of South Africa, India. A Survey of India of Today. English social development in the 19th century.

U I: Shakespeare: Julius Caesar.
Macaulay: History of England

O II: Wells: The Invisible Man
Stevenson: Treasure Island
Tennyson: Enoch Arden

U II: Kipling: The Jungle Book

Städtisches Oberlyzeum i. E.

mit Frauenschule und Kindergarten

in

Köln - Mülheim

O III a:	Fairy and other Tales: Briar Rose, The Selfish Giant, Puss in Boots.
O III b:	Habberton: Helen's Babies
O II a:	Dickens: David Copperfield. Finnemore: Social Life in England Shakespeare: Julius Caesar
U II b:	Tennyson: Enoch Arden From Dickens: David Copperfield
O II:	W. Scott: Kenilworth W. H. Wells: Outlines of English History -- Early and feudal times. Five stories from English Literature: A day in Elizabethan London, from Finnemore's Social Life in England King Horn Old English and Scotch ballads. Dickens: The Cricket on the Hearth.

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GENERAL:

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Some Aspects of the Training of Secondary Teachers in the United States.

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New York: The John Day Company 1929

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4. Almack, John C. and Lang, Albert R.

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5. Becker, Carl H.

Secondary Education and Teacher-Training in Germany

I. The Present Educational System in Germany

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New York: MacMillan Company 1911
436 pages

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The Scholarship of Teachers in Secondary Schools

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8. Hinsdale, B. A.

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10. Kasuya, Yoshi

A comparative Study of the Secondary Education of Girls in England, Germany, and the United States.

Contributions to Education, No. 566

New York: Columbia University 1933

11. Learned, William S.

The Quality of Educational Process in the United States and in Europe.

The Carnegie Foundation for the Advancement of Teaching.

New York, 522 Fifth Avenue. 1927

pp. 8-18, 61-73

12. Learned, William S.

The Oberlehrer, A Study of the Social and Professional Evolution of the German Schoolmaster.

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Bagley, William C. Kandel, I. L.
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19. Ulich, Robert

The Structure of the American Educational System as Seen by a German

Harvard Teachers' Record
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20. Guidebook to Some European School Systems

International Institute of Teachers'College - Columbia University, and Bureau International d'Education, Geneva

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21. German Educational System,

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